DOCUMENT RESUME

ED 285 631 JC 870 405

AUTHOR	Bishara, Michael N.
TITLE	Education for the Gifted in Rural Locations in Virginia. Final Report.
INSTITUTION	Southwest Virginia Community Coll., Richlands, Va.
SPONS AGENCY	Virginia State Council of Higher Education, Richmond.
PUB DATE	1 Sep 86
NOTE	100p.; Financed under the "Funds for Excellence" Program. For the interim report of this project, see JC 870 404.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academically Gifted; *Area Studies; *College School Cooperation; Community Colleges; *Computers; *Enrichment Activities; High Schools; Instructional Materials; Learning Modules; Program Descriptions; Program Evaluation; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS	*Appalachia

ABSTRACT

This report describes the second and final phase of joint collaborative efforts undertaken by Southwest Virginia Community College and the Russell County School System to overcome the lack of a "critical mass" of students required to operate cost-effective programs for the gifted. First, background information on the program is provided, indicating that during the second year, two groups of students followed two distinct tracks, each one covering two modules for 15 weeks. The tracks identified were (1) Technological Sciences, and (2) Appalachian studies. Following conclusions about the effort, the four learning modules are presented: (1) "Drafting and Microcomputers," by Devi Mitra; (2) "Computers: Applications for Tomorrow," by Vaughn K. Lester; (3) "Appalachia's Political Economy," by Billy J. Rhea; and (4) "Appalachian Renaissance," by Loretta C. Cox. Each module contains information on suggested time frame, prerequisites, a course overview, course goals, outline of topics, readings and assignments, and course requirements. Appendices provide samples of the creative work produced by the students, along with a report by an external evaluator. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED285631

JC 870 405

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dr. Michael N. Bishara

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TABLE OF CONTENTS

Acknowledgements

The Project

Overview

Conclusions

Technology Module: Drafting and Microcomputers
Devi Mitra

Technology Module: Computers - Applications for Tomorrow
Vaughn K. Lester

Appalachian Studies Module: Appalachia's Political Economy
Billy J. Rhea

Appalachian Studies Module: Appalachian Renaissance
Loretta C. Cox

APPENDICES

Appendix I: ACE Newsletter

Appendix II: Echoes of Appalachia

Appendix III: External Evaluator Report
Thomas L. Shortt

Acknowledgements

A sincere expression of appreciation is extended to the State Council for Higher Education in Virginia for the support needed to conduct the project.

The success of the venture was , in no small measure, due to the enthusiasm and professionalism of the Russell County School System.

In particular, Dr. Nancy McMurray, who was a source of ideas, organization, and strength. Mr. John Welmers, who took over the after Dr. McMurray's move the Wise County School System, made invaluable contributions towards the project's smooth operation. Mr. Larry Massie was instrumental throughout the effort, first as Principal of the Russell County Vocational School, where the classes were held, then as Superintendent of the Russell County School System. Exemplary cooperation was possible because of Mr. Massie's leadership, as well as that of Mr. C.C. Long, Superintendent of the Russell County School System during the project's first year of operation. Throughout both years, Mr. Don Large, the System's Director of Instruction, was an unwavering source of support, as was the Russell County School Board.

The educational environment was greatly enhanced by the facilities at the Russell County Vocational School. Mr. Roger Glover, Principal of the Vocational School, and his able staff, provided an exceptionally well-run facility for the students' use.

The outstanding school/college cooperation was possible through the leadership of the principals at Castlewood, Honaker, and Lebanon High Schools. Messrs. Steve Banner, H.G. Musick, David Musick and Don Moore, through their able teaching staff, literally 'made good things happen.' They provided an excellent group of teachers in Craig Ashbrook, Loretta Cox, Wrenda Fuller, Bill Rhea, and Dolly Wallace.

At Southwest Virginia Community College, Dr. Charles King, Dean Harold Van Hook and Dr. Diana Hardison were instrumental in the project's success. A special vote of thanks is due Dr. Van Hook for his dedication to the cause of collaborative efforts between schools and the college. His example, as well as his encouragement, made a good thing much better. Miss Nancy Pruitt provided top-flight assistance in typing both reports. The college faculty participants, Ameen Hashim, Vaughn Lester, Devi Mitra, and Robert Tomlinson provided, with their high school counterparts, an excellent example of academic rigor, coupled with inspired dedication to the art of teaching.

Finally, this effort would not have been possible without those individuals who rank first in our eyes: the students, who never cease to amaze the practitioners of teaching with the power of their inquisitive and active minds.

THE PROJECT

by

Michael N. Bishara

OVERVIEW

This report describes the second and final phase of activities undertaken by Southwest Virginia Community College, as principal contractor to the State Council for Higher Education in Virginia under the "Funds For Excellence" Program, in collaboration with the Russell County School System.

The intent of the project was to investigate the feasibility of joint collaborative efforts between community colleges and school systems in rural areas to overcome the lack of a "critical mass" of students required to operate cost-effective programs for the gifted.

The underlying principle of the delivery system was that critical masses are compiled daily in area vocational schools by grouping "relatively small" numbers of participants from each individual school to achieve a viable class size. Since a daily transportation infrastructure was already in place to convey students from area high schools to the county vocational center, it was envisioned that a limited number of academically creative students could ride the buses to the vocational center once weekly without undue strain on the system.

In the first year of operation, all participants were exposed to 5 areas. These were:

- Dramatic Arts
- Earth Sciences
- World Affairs
- Social Sciences
- Technology

Each of the 5 areas was taught by an instructor selected by the Russell County School System and by Southwest Virginia Community College. Each instructor was assigned a module to be developed and presented over a 5-6 week period. The nature and scope of the educational offerings were formulated by a 9-person committee comprising 3 teachers from the Russell County School System, 3 representatives from Southwest Virginia Community College and a Senior-level student from each of 3 high schools in the Russell County School System. The committee was co-chaired by Dr. Nancy McMurray from the Russell County School System and by Dr. Michael Bishara from Southwest Virginia Community College. Following identification of the desired subject areas, appropriate instructional

resource staff were identified by the Russell County School System and by Southwest Virginia Community College.

Since the classes were to take place every Wednesday, over a half-day period, meeting times were alternated; mornings for 6 weeks, afternoons for the next 6 weeks. This minimized the impact of missing particular classes at their regualr schools for protracted lengths of time. With this scheme, only 10 percent of any particular, regularly-scheduled high school class was missed by any student. Furthermore, the once-weekly meeting reduced the need for makeup time.

Following successful implementation of the 1984-85 pilot plan, feedback was elicited from the participants. The consensus of the students was for the provision of more time and depth in the educational delivery system. Therfore, in lieu of exposing 20 students to 5 subjects for 5-6 weeks per subject, the preference was for 2 groups of students following 2 distinct tracks, each one covering two areas for 15 weeks. The tracks identified were:

- Technological Sciences
- Appalachian Studies

Each of the areas in each of the 2 tracks was assigned to a Master Instructor selected by the Russell County School System and by Southwest Virginia Community College.

Mr. Billy J. Rhea was selected to conduct the initial segment of the Appalachian Studies module. The segment dealt principally with Appalachian History and Political Thought.

Mr. Devi Mitra was selected to conduct the initial segment of the Technological Sciences module. This activity delved into microcomputer applications to Graphics and Drafting.

Mrs. Loretta Cox concluded the Appalachian Studies segment with an emphasis on Appalachian Literature, Lore and Crafts.

Mr. Vaughn Lester concluded the Technological Sciences module with a "hands-on" experience of microcomputer use as a versatile tool for simulation, communication, desktop publishing and problem solving.

The four instructional modules are presented in this report, together with Appendices I and II, showing the creative work produced by the students as part of the learning experience. In addition, a report by an external evaluator, Mr. Thomas Lee Shortt, Supervisor for Education of the Gifted in Pittsylvania County is included as Appendix III.

Dr. Nancy McMurray, one of the driving forces behind the project, left the Russell County School System at the end of the first year. Her post was filled by Mr. John Welmers, an able and dedicated educator with a strong commitment to programs for the gifted. Mr. Welmers served ably for the duration of the project.

CONCLUSIONS

1. The use of centrally located facilities, such as vocational schools, provides **a viable means for meeting the needs of academically gifted students in smaller schools in rural areas.** Indeed, the highly successful Governor's Summer Magnet School concept follows remarkably, and not coincidentally, similar lines.

2. As was pointed out by Mr. Shortt, **the overwhelming opinion of students was that "..the program should be continued."** An impressive 85.89% of the participants perceived the project as being positive.

3. As was also established by Mr. Shortt, **parents were ".. especially impressed with the project and perceived it as being a very positive addition to their children's education."** Of the parents responding to the questionnaire, 92.75% perceived the effects of the initial year of the project as very positive.

4. **Administrators saw few problems with the project and also felt that it should be continued.**

5. **Considerable involvement and support is needed from regular classroom teachers not teaching courses within the project.** Mr. Shortt's data show a 58.42% majority of these 'non-participating' teachers perceived the project as having negative implications. This perception is a vital one. Even though students, parents and administrators felt positively about the effort, **it cannot be considered an <u>unqualified</u> success unless a reasonable**

majority of the teachers in the school system feel that way as well. And that majority was not in evidence.

6. Considerable effort should be expended in providing an awareness of such programs to teachers not involved in the actual delivery. This may take the form of In-Service, as well as other communications-facilitating activities.

7. *In Somma,* the educational delivery system investigated under the auspices of this project, can be an excellent vehicle for providing equal educational opportunities to gifted students in rural areas. Collaboration between school systems ans community colleges provide an excellent means for galvanizing the efforts of local educational communities towards a common, worthy goal.

Respectfully submitted

Michael N. Bishara, D.Sc.
Project Director

DRAFTING AND MICROCOMPUTERS

by

Devi Mitra

TECHNOLOGY MODULE

DRAFTING WITH MICROCOMPUTERS

Prepared by

Devi Mitra

SUGGESTED TIME FRAME : Thirteen 3 hour classes.

PREREQUISITE : Student must be identified as gifted and should have an operating knowledge of the Macintosh microcomputer, Macwrite and Macpaint software.

COURSE OVERVIEW:
These days various types of relatively low cost computers and software are available in the market which allow rapid and simple "microcomputer-based" methods of making drawings, compared to the traditional pencil and the drawing board. Over a period of thirteen weeks the student will become familiar with computer-aided drafting,and generate printouts of their work.

OBJECTIVES:

1. Familiarization with the Macintosh computer
2. Generation of simple drawings with the computer
3. Generation of more advanced drawings
4. Typing of text needed in the drawings
5. Generating output.

EQUIPMENT:

Each student will need :

1. A Macintosh computer
2. A MacDraft disc
3. A dot-matrix printer, either the normal APPLE 11" Imagewriter printer , or more conveniently, the newer 15" Imagewriter which allows printing on a wider format. If the students are in a group, the number of printers needed will depend on the possibility of sharing.
4. The printer will have standard fanfold computer paper.

The students may work in groups, each group consisting of preferably two and no more than three students.

Review of the MacDraft software:

It is assumed that the student is already familiar with Macintosh. The MacDraft software is similar to the more common MACPAINT software, but is more powerful and has some additional features. Below appears a brief capability review, for the operational details, consult the text available for the MacDraft software.

1. The SHOW SIZE command, used to draw a line to a desire dimension. Use the same command for finding the length of a line already drawn.
2. Make an angle to a desired degree by using the SHOW SIZE command, making an arc, activating the RESHAPE ARC command.
3. Making duplicates of drawings, followed by shifting of the duplicate.
4. Producing complex rectilinear figures symmetrical about X or Y axis
5. Producing complex nonrectilinear figures symmetrical about the X or Yaxis.
6. Making repetitive designs.
7. In the LAYOUT, menu the SHOW SIZE command activates a pointer which goes on monitoring the dimension continually as the line is drawn. If the line is an arc, activating the RESHAPE ARC command shows the angle of the arc.
8. The DRAWING SIZE command in the LAYOUT menu allows the choice of the format of the drawing size from 8"x11" to 96"x48".
9. Configuring the component figures is done by the ARRANGE menu, activating the commands BRING TO FRONT,SEND TO BACK, PASTE IN FRONT, PASTE IN BACK , ROTATE LEFT, ROTATE RIGHT, FLIP VERTICAL, FLIP HORIZONTAL.
10. Several figures may be GROUPED or UNGROUPED for simultaneous editing,filling, etc.
11. The LOCK and UNLOCK commands in the ARRANGE menu .
12. The menu FILL allows selection of background designs inside an enclosed selected figure.
13. The menu LINES allows selection of line thicknesses, arrowheads etc.
14. The menu PEN allows the selection of boundary lines of figures.

SESSION 1

Objectives:

Familiarization with MacDraft software.

Equipment:

Each student group will have a Macintosh computer and a MacDraft disc.

Activities:

1. Following the instructions given in MacDraft and working independently, the students will familiarize themselves with the features of the software.
2. Making simple drawings: triangles, rectangles, squares, ellipses, circles, polygons, irregular figures, drawing angles to any specified degree.
3. Varying the width of the border lines of the drawings in 2.
4. Changing the pattern of the border lines in 2.
5. Shifting the drawings on the display window.

SESSION 2

Equipment:

As in Session 1.

Activities:

1. Review of MacDraft.
2. Practice drawing straight lines, rectangles, oblique lines, angles, squares, ovals, arcs, circles, polygons, freehand figures. Observe the effect of SHIFT and COMMAND buttons on the generation of figures , circles, squares etc.
3. Practice dragging a figure and the effect of the command LOCK, UNLOCK on the operation.
4. Practice duplication of a figure followed by dragging and reduplication. Observe what happens. Useful in making a necklace of pearls!

SESSION 3 and 4

Equipment:

Macintosh computer, MacDraft disc.

Activities:

1. Practice drawing straight lines, rectangles, oblique lines, squares, ovals, circles arcs, freehand figures, polygons. Observe the effect of pressing the SHIFT button on the formation of circles, squares, arcs.
2. Practice dragging a figure, locking a figure, unlocking a figure.
3. Practice duplication of a figure followed by dragging and reduplication of the whole group. What happens?
4. Draw a line to exact dimension by using the SHOW SIZE command. Measure the length of a preexisting line.
5. Practice the commands on the ARRANGE menu and see the effects.
6. Practice the commands of FILL, LINES, PEN menus and observe the effects.
7. Learning to SAVE the document .

PROBLEMS:

1. Make a circle with a known center and radius of 1 inch Change the thickness of the circle lines. Duplicate the circle .
2. Put four circles each of 1 cm diameter at the corners of a square of 4 cm sides.
3. Draw a line about 30 degree to the horizontal and then draw a line perpendicular to it. Hint: draw the line, duplicate it, drag it then rotate the duplicate to right or left.
4. Bisect a line. Hint: draw 45^0 lines at the ends up and down. join the intersections by a line.
5. Bisect an angle. Hint: make a rhombus enclosing the angle at one end. Draw the diagonal.

SESSIONS 5 and 6

Equipment:

Macintosh, MacDraft disc , Printer.

Activities:

1. Selection of a drawing size and a drawing scale, use of TEXT for dimensioning with arrows and figures.
2. Generating a printout of the work done in session 3.
3. Identifying the errors in the print, followed by the required editing of the document in the disc
4. Saving the corrceted document and generating a printout.

PROBLEMS :

1. Make the drawing of a heart.
   Hint : draw half part of the heart, duplicate, drag, flip horizontal followed by drag to exactly fit the two halves. Note: FLIP HORIZONTAL for figures symmetrical around the vertical (Y axis) axis and FLIP VERTICAL for figures symmetrical around the horizontal axis.
2. Make the drawing of a necklace of pearls .
   Hint: make circles, duplicate, drag, duplicate (according to the number of circles on one side duplicate, select the whole string, duplicate, drag the duplicate FLIP HORIZONTAL.
3. Make the following drawings on a scale of 1 inch = 8 feet and dimension them
   a) triangle 31.8 ft x 42.5 ft x 56 ft.
   b) Rectangle 48 ft x 64 ft
   c) Circle 7.8 ft diameter
   d) Equilateral triangle 18 ft side and inscribe a circle inside.
   e) Rhombus of 15.4 ft side.
4. Save the drawings, generate prints.
5. Fill the drawings with a pattern and a black relief background.
6. Save and generate prints.
7. Check drawings for errors and make corrections.

SESSIONS 7 and 8

Equipment:

Macintosh, MacDraft, Printer.

Activities:

The students are now familiar with the basic features of the software are should be ready to go into more involved drawings. They may now start three dimensional drawings .

1. Making parallel lines, duplicating angles, rotation of drawings .
2. Writing and editing text .
3. Storing, shifting text.
4. Making templates for drawing titles.
5. Drawing solid figures like cubes, cones, pyramids etc.

PROBLEMS :

1. Draw two parallel lines inclined at 30^0 to the horizontal and separated from each other by 1 inch perpendicular distance.
2. Draw an angle of 35^0, duplicate and rotate , observe results. Can you make a parallelogram by this process?
3. After making the parallelogram in 2, select and then observe the figure by rotating right, left, flipping vertical and horizontal.
4. Write the method of making a parallelogram and put the text in a box to the bottom left corner of the page.
5. Make a template to go into your drawings. Put in a box the name of the consulting company, the project name, drawing title, scale, name of the draftsman, name of the checker, date of the drawing, an modification and date. Put the whole thing in a box at the bottom right corner of your page. Store the template permanently so that you do not have to draw it again and again.
6. Make the following solid figures:
   a) a cube with 1.5 inch sides
   b) a right circular cone with 2 inch diameter base and 3 inch height.
   c) a four sided regular pyramid with 1.5 inch sides and 2 inches height .
   d) a regular hexagon with 1.5 inch sides.
   e) on the hexagon in (d), make a paralleopiped of 3 inches height.
   f) on the parallelopiped in (e), make pyramids at each end , height 1 inch.
7. Take prints, check, edit corrections, take final prints.

SESSIONS 9, 10 and 11

Equipment:

Macintosh, MacDraft, Printer.

Activities:

1. Use the skill gained at this stage to make advanced two and three dimension drawings.
2. Use of TALIESIN symbols.

PROBLEM :

1. Make a floor plan of an one level house of floor area 3000 sq ft with 3 bedrooms , living room, 3 baths, 2-car garage and the other usual facilities.
2. The scale is 4 feet = 1 inch.
3. Find drawing size.
4. Show the placements of the furnishings.
5. Show the principal dimensions
6. Show the title of the drawing etc in a box at the bottom right corner.
7. Take print, correct, edit, print.
8. Based on the floor plan, make a three dimension view of the exterior of the building.

SESSIONS 12 and 13

Equipment:

Macintosh, MacDraft, Printer.

Activities:

1. Making the use of SHOW SIZE, MODIFY ARC commands and the skills gained so far to draw straight and curved lines and angles.
2. To make the plot of a survey data.

EXPLANATION:

While surveying a plot of land, we use an optical instrument called TRANSIT which allows us to measure very accurately angles between two lines.

The lengths of the lines are measured as well. To orient the drawing properly, bearings being angles subtended by the lines to the North are also measured. For example,

PROBLEM:

1. Make a map of a terrain from the following data on a scale 1 inch = 100 ft.

Line	Length (ft)	Bearing
AB	565	N 35°E
BC	733	S 25°E
CD	492	S 9°E
DE	639	S 10°W
EF	1078	N 25°E

2. Find the length and the bearing of the line FA by using SHOW SIZE and other commands.
3. Use a standard box to show the title, scale, name of the surveyor, name of the draftsman, date of the drawing and other information you think pertinent.
4. Show the North direction by means of an upright arrow.
5. Take print, make corrections, edit, save, take final print.

COMPUTERS - APPLICATIONS FOR TOMORROW

by

Vaughn K. Lester

TECHNOLOGY MODULE

Computers - Applications for Tomorrow

prepared by

Vaughn K. Lester

SUGGESTED TIME FRAME: 13 class meetings, 3 hours each culminating in a field activity.

PREREQUISITE: Students must be identified as gifted and have developed the basic skills necessary for interfacing with a mini/micro computer.

COURSE OVERVIEW: The microcomputer has been integrated into the commercial and industrial community. With the necessary software and hardware, students will apply microcomputer technology to projects of commercial and industrial nature. The microcomputer has proven itself as an office management system and word/text processor and is rapidly revolutionizing the monitoring and control aspects of industry.

The students will participate in a variety of application oriented modules, such as the printing and publishing modules where they will develop and generate commercial quality printed materials.

The students will study the aerodynamics of flight and use the microcomputer as a flight simulator trainer to gain experience flying aircraft.

The technology of robotics will be introduced and students will program the microcomputer to control the RHINO-XR robot to perform repetitive pick and place movements.

Our society has become an information oriented society. The students will study local area networking of microcomputer systems, information sharing with other microcomputer systems, and how remote data banks can be accessed using the microcomputer and a telecommunication modem.

WEEK 1

Support Software: Fokker Biplane - Flight Simulator
Challenger-Spacecraft-Glide Simulator
Gato-Submarine

Objectives: The student will:

1. Use the microcomputer as a training instrument.
2. Study the basic principles of aerodynamics.
3. Identify the flight control instruments of an airplane.
4. Practice maneuvering an aircraft.
5. Practice navigating a submarine.

Learning Activities: After "booting-up" the flight simulator software the students will practice each of the training activities a pilot would perform during training. After adequate practice the students will have developed the necessary skills of, take-off, maneuvering in flight, and successfully landing and aircraft.

WEEK 2:

Support Software: Fokker Biplane - Flight Simulator
Challenger-Spacecraft-Glide Simulator
Gato Submarine - Navigation Simulator

Objectives: The student will:

1. Throttle the airplane to take-off speed.
2. Climb to 2000 ft.
3. Demonstrate maneuvers in flight.
4. Successfully land the airplane.
5. Glide the spacecraft to a safe landing.
6. Navigate the Submarine.

Learning Activities: The students will be evaluated on the flying skills they developed while using the **flight simulator** software and the microcomputer as a flight training instrument. Each student will demonstrate his/her ability to throttle the aircraft to take-off speed, climb to 2000 ft., perform flight maneuvers, locate home base and successfully land the aircraft.

WEEK 3

Support Software:

1. Videx-Electronic Mail
2. MacWrite Word Processor
3. MacPaint

Support Hardware:

1. 512 Macintosh Microcomputer
2. AppleTalk Networking Cables
3. Imagewriter
4. AppleTalk Connectors

Objectives:

The Student Will:

1. Configure 6 Macintosh Microcomputers in a BUS format Local Area Network (L.A.N.) and communicate with each other.
2. Connect AppleTalk L.A.N. Cables to printer port of Microcomputers.
3. Connect Imagewriter printer to modem port of microcomputer.
4. Select modem port for printer.
5. Illustrate BUS configuration for L.A.N.
6. Send and receive messages to/from each microcomputer on L.A.N.

Learning Activities:

1. Discuss advantages and disadvantages of three types of L.A.N.
2. Draw Microcomputers configured in each of the three L.A.N. types.
3. Discuss need for L.A.N. and Electronic Mail systems at the Olympic Games in Los Angeles.
4. Use word/text processor to send messages to each station on L.A.N.

WEEK 4:

Objectives

The Student Will:

1. Simulate a staff meeting of a major corporation. General Managers must present production records to Chief Executive Officer.

Learning Activities:

1. Designate each microcomputer station as a Department Supervisor.
2. General Manager sends message requesting that each Department Supervisor send pertinent data, information, graphs, reports, etc. for staff meeting.
3. Each Department Supervisor organizes information and transmits such via L.A.N.

WEEK 5:

Support Software:

1. Page Maker
2. MacWrite
3. MacDraw
4. MacPaint
5. Thunderscan software

Support Hardware:

1. 512 K
2. Thunderscan
3. Imagewriter

Objectives

The Student will design the Newsletter Format

Learning Activities:

1. Thunderscan cartoons, pictures, graphics, etc. to be refined by using FATbits.
2. Write news articles using MacWrite word processor.
3. Create cartoons, graphics, illustrations using MacPaint & MacDraw.
4. Lay-out NEWSLETTER; using PageMaker software.
5. Print NEWS ARTICLES on IMAGEWRITER Printer.
6. Edit News Articles

WEEK 6:

Support Software:

1. PageMaker
2. MacPascal
3. MacWrite
4. MacPaint

Support Hardware:

1. 512 K Mac
2. MacPascal Text
3. Imagewriter

Objectives

The Student Will:

1. Print rough draft of newsletter.
2. Edit rough draft of newsletter
3. Demonstrate MacPascal programs.

Learning Activities:

1. Print the newsletter on Imagewriter .
2. Edit Newsletter.
3. Proofread newsletter.
4. Create News article for newsletter
5. Execute MacPascal Program

WEEK 7:

Support Software:

1. Pagemaker
2. MacPascal
3. MacWrite
4. MacPaint

Support Hardware:

1. 512 Macintosh
2. MacPascal Text
3. Imagewriter

Objectives:

The student will:

1. Write MacPascal Programs
2. Edit and Format Newsletter

Learning Activities:

1. Develop the concept of an algorithm.
2. Develop the general layout of a Pascal program.
3. Learn the symbols to be used in writing Pascal programs.
4. Place articles in newsletter.
5. Prepare newsletter for printing

WEEK 8:

Support Software:

1. MacPascal
2. Pagemaker
3. MacWrite
4. MacDraw

Support Hardware:

1. 512 Macintosh
2. Imagewriter
3. MacPascal text

Objectives

The student will:

1. Write Pascal programs.
2. Illustrate screen layout of microcomputer.
3. Demonstrate quick-draw procedures.
4. Print newsletter for final proof-reading.

Learning Activities:

1. Use X-Y coordinates to practice several pixel locations.
2. Write Pascal programs which will draw horizontal, vertical and diagonal lines.
3. Write Pascal programs that will create graphics and text.

WEEK 9:

Support Software:

1. MacPascal

Support Hardware:

1. Hero 1 Robot

Objectives

The student will:

1. Write Pascal programs that will draw figures, request input from the programmer and respond to the input, create graphics.
2. Discuss the emerging technology of robotics and its influence on society.
3. Discuss the use of microprocessors as control devices.

4. Perform initialization procedures and discuss the reasons for zeroing procedures.
5. Demonstrate robot movements:
    1. Forward
    2. Reverse
    3. Pivot
    4. Left
    5. Right
    6. Head Rotation
    7. Arm Extension
    8. Gripping
    9. Wrist Rotation
    10. Shoulder
6. Program Hero 1 to perform desired movements.

WEEK 10:

Goals:

1. Tour technology centers
2. Develop feeling for the impact of technology on society.

Learning Activities:

1. Tour Monticello and observe primitive engineering accomplishments of Thomas Jefferson.
2. Tour Phillip Morris Plant and observe state-of-the art manufacturing equipment in action.
3. Tour Ford Motor General Assembly Plant and observe robots in action. Discuss impact of robotics on society.
4. Tour Pepsi Cola Bottling Company and observe electronic systems in control and monitoring production activities.
5. Tour Naval Base and observe weapons systems on military ships.
6. Discuss how the trip enhanced their understanding of the influence of technology upon our lives.

WEEK 11:

Support Software:

1. Smartcom II Communications
2. Red Ryder Communications

Support Hardware:

1. 512 K Mac
2. Hayes Smartmodem

Goals:

1. Network two microcomputers, interfaced with a communications modem, and communicate between the two by means of data transfer.
2. Access remote databases by using 512 Mac interfaced with Hayes Smart modem.

Learning Activities:

1. Network two 512 K Mac Computers.
2. Interface 512 K Mac's with Hayes Smart modems.
3. Boot-up telecommunicatins software.
4. Access remote database.
5. Download data from Macintosh users group bulletin board.
6. Explain how the electronic bulletin boards operate.
7. Discuss the process of using telecommunicatins in banking for funds transfer, medicine, governement and business.
8. Calculate character transmission rates from BAUD rates.

APPALACHIA'S POLITICAL ECONOMY

by

Billy J. Rhea

APPALACHIAN STUDIES MODULE

Appalachia's Political Economy

Prepared by

Billy J. Rhea

SUGGESTED TIME FRAME: Fourteen 3-hour sessions.

PREREQUISITE: Student must be identified as gifted.

COURSE OVERVIEW: This course involves a study of the political economy of the Central Appalachian region. It begins by examining briefly the history, status and culture of the Appalachian people and how Appalachians compare with other ethnic groups in the United States. It then focuses on key political actors in the region in order to determine who is responsible for and/or who benefits from the current economic, social, environmental and political problems which plague the area. Finally, the course evaluates the efforts of individuals, citizen movements, and government and private agencies to deal with these problems.

COURSE GOALS:

1. To educate residents to the reasons for the economic, political, and social conditions in Appalachia, to arouse in them a willingness to help change some of these conditions, and to promote an understanding of mountain people.

2. To cultivate a positive Appalachian indentity among natives of the region.

3. To examine the problems and institutions which dominate the lives of people in the region, and, in so doing, help to change the inequalities of the region by providing people with the tools through which they can better understand and act upon their concrete situation.

4. To identify available resources on Appalachia, including bibliographies, specialized journals, regional periodicals, classic and contemporary books and articles, films, videotapes, individuals and groups.

I. HISTORY OF APPALACHIA

A. Geography
B. The Development of the Concept of Appalachia
C. The Three Appalachians
D. The Variety of Communities Within Appalachia
E. Racial and Ethnic Minorities in Appalachia
F. Women in Appalachia
G. Social Stratification in Appalachia
H. Appalachian "Personalities"
I. Appalachian Identity
J. Why Study Appalachia
K. How to Study Appalachia

II. HISTORICAL BACKGROUND

A. Initial Settlement
B. The Revoluntionary War
C. Pre-Civil War Period
D. Civil War Period
E. "Classical Appalachia"
F. Discovery of Appalachia - Novelists, Missionaries, Speculators
G. Boom and Bust in the Coal Fields
H. Union Drives and the New Deal
I. The 1950s
J. The 1960s
K. The 1970s
L. The Appalachian Oral History Program

III. QUALITY OF LIFE - SOCIAL SERVICES

A. Poverty in Appalachia
B. Health Care in Appalachia
C. Housing in Appalachia
D. The Quality of Life in Appalachia

IV. MODELS OF APPALACHIAN DEVELOPMENT

A. The Subculture of Poverty Model
B. The Regional Development Model

C. The Internal Colonialism Model
D. The Significance and Insignificance Models

V. POLITICAL CULTURE

A. Distinctive Appalachian Culture?

VI. AGENTS OF POLITICAL SOCIALIZATIO- FAMILY & RELIGION

A. Characteristics of the Appalachian Family
B. The Role of the Family in Appalachia (Strengths and Weaknesses)
C. Characteristics of Appalachian Religion
D. The Snake- Handlers
E. The Commission on Religion in Applachia (CORA)
F. The Foot-Washin' Church vs the Prayer-Book Church in Appalachia
G. The Role of Religion in Appalachia

VII. AGENTS OF POLITICAL SOCIALIZATION - FAMILY & MEDIA

A. Characteristics of Appalachian Education
B. The Textbook Dispute
C. Education in Appalachia: Salvation or Exploitation?
D. What Should Be the Goals of Education in Appalachia?
E. The Media and Appalachia

VIII. MIGRATION - THE URBAN APPALACHIAN

A. The Great Mirgration, 1940-1970
B. Targets of Migration
C. Appalachians in the Cities.
D. Reversal of the Stream?
E. Urban Appalachians As An Ethnic Group?

IX. POLITICAL PATTERNS AND TRENDS

A. Political Patterns and Trends

B. Appalachian Congressmen

X. POLITICAL ACTORS - THE COAL INDUSTRY

A. Historical Development of Ownership Patterns
B. Who owns Appalachia
C. Who owns the coal industry
D. Drilling for oil in Appalachia
E. The Severance Tax Issure
F. Coal Roads
G. Coal vs Nuclear Power
H. Appalachia and the Energy Crisis

XI. POLITICAL ACTORS - THE COAL INDUSTRY: THE SAFETY ISSUE

A. Safety in the Mines, Statistics and Mine Diasters
B. Safety in the Mines, Reasons for unsafe Disasters
C. Safety in the Mines, Comparison with other nations
D. Safety Legislation

XIII. POLITICAL ACTORS - THE UMWA

A. The UMWA before 1960
B. The Boyle Regime
C. The Yablonski-Boyle Campaign
D. The Miller-Boyle Campaign
E. Millers's first term
F. The Brookside Strike
G. The 1974 Contract
H. Challenge from the West
I. Internal turmoil within the UMWA
J. The 1977 Election
K. The Stearns Strike
L. The 1977-78 strike
M. The 1978 contract

XIV. POLITICAL ACTORS - THECOAL INDUSTRY: STRIP MINING

A. Strip Mining: What, Where, and Why
B. Pros and Cons of Strip Mining

C. Myths (and facts) about strip mining
D. Blowing up the mountains
E. The Floods and Strip Mining
F. The Human Element
G. The Virginia Law
H. The Federal Law
I. Reclamation vs Abolition
J. Citizen Groups

XV. POLITICAL ACTORS - THE TEXTILE INDUSTRY

XVI. POLITICAL ACTORS - THE TECTILE INDUSTRY

A. Questions on textile industry
B. TVA
C. ARC
D. War on Poverty
E. Flood Relief

XVII. LAND ISSUES - RECREATION AND TOURISM

XVIII. LAND ISSUES - THE FOREST SERVICE AND SMALL FARMS

XIX. STRATEGIES OF CHANGE

A. Specific Strategies for Change
B. General Strategies for Change
C. Appalachia as the 51st State?
D. Citizen Groups
E. Praxix

XX. APPALACHIA: WHAT DOES THE FUTURE HOLD?

A.C.E. PROGRAM

FALL SEMESTER 1985
THE POLITICS OF APPALACHIA
MR. RHEA

REQUIRED READINGS:

1. Caudill, Harry M., Night Comes To The Cumberlands.
2. Eller, Ronald D., Miners, Millhands, And Mountaineers.
3. Guinan, Edward, Redemption Denied, An Appalachian Reader.
4. Selected Hand-Outs.

EVALUATION:

Mid-Term Examination	In Class Essay	25%
Final Examation	Take Home Essay	25%
Project		50%

GRADING SCALE:

A 90-100
B 80-89
C 70-79
D 60-60
F 0-59

CREDIT:

Three Quarter Hours Credit for this course from Southwest Virginia Community College. Nine Quarter Hours Credit for entire year from Southwest Virginia Community College.

ATTENDANCE:

If there is any point in my being here there must be some point in your being here, even if not formally elicited on examinations. Since college credit is being awarded, excessive absences wil logically result in a lower grade for the quarter.

HOMEWORK:

Homework consists of reading each week's assigned material and being prepared for class discussion.

General Information on the Projects

EACH GROUP PROJECT COMMITTEE IS RESPONSIBLE FOR THE FOLLOWING:

1. Submitting one copy of a final report which includes:

A. Introduction - a brief summary of the general issues related to the topic.
B. Bibliography - a very complete and thorough list of works on the assigned topic.
C. Statistics and Resources - a list of important statistics pertaining to the assigned topic, and a list of resource people or groups who can be consulted for further information.
D. Strategies for Change - an analysis and evaluation of the various reforms which have been suggested in regard to the problem being studied.
E. Field Research - one paper which applies the general analysis to a specific event of a relevent situation in Southwest Viringia. This may be an oral history project if it can be incorporated into your project.

F. Conclusion - a list of the conclustions of your committee which you have formulated based upon your research and investigation.

2. Presenting a one hour oral report to the entire class.

3. Electing a chairperson to coordinate its activities and assignments.

4. Working cooperatively together on the project.

The grade will be based upon the instructor's evaluation of the individual's work and his evaluation of the work of the committee as a whole.

TENATIVE SCHEDULE OF CLASS MEETINGS AND TOPICS:

September 11	Introduction to the course, overview, objectives
September 18	The Dynamics of Appalachia
September 25	The History of Appalachia
October 2	The Quality of Life in Appalachia
October 9	Models of Development in Appalachia
October 16	Political Culture in Appalachia
October 23	Political Socialization in Appalachia
October 30	Mid-Term Examination
November 6	Urban Migration from Appalachia
November 13	Guest Speaker
November 20	Political Actors in Appalachia
Nobember 27	Political Actors and Strategies for Change
December 4	Class Presentations of Projects
December 11	Class Presentation of Projects

PROJECT TOPICS:

1. Poverty in Appalachia
2. Water Quality and Natural Resources in Appalachia
3. The Effect of Growth and Industrialization in Appalachia

COMPILATION OF RESOURCE MATERIAL USED

WEEK 1

1. Mountaineer Quiz. (From The Mountain Call, 2:1 (Christmas, 1974), p.6).
2. Self-Test on Appalachia. (Adapted for Appalachia's People, Problems, Alternatives, Rev. Ed., p. 44).
3. Comparative summary of personal characteristics comparing middle class America with southern appalachia. Chart.
4. Appalachian Topography.
5. Land Resource Region with Population Trends and Density.
6. Definitions of Appalachia, a comparision.
7. The Three Appalachian Subregions with the Highlands Area.
8. Population Growth Trends in Appalachian Counties.
9. Ethnicity in Appalachia.
10. Industrial Labor Force Employment in Appalachia.
11. Crawford, Burce. Appalachia, The 51st State. Mountain Life and Work (March 1971, The Council of Southern Mountains, Inc.
12. Gaventa, John. Appalachian Studies from and for Social Change. Appalachian Journal. Autumn 1977. pp. 23-30.

WEEK 2:

1. Rural Poverty and Welfare. Rural Housing Alliance and Rural America, Inc. April, 1975. Conference Working Paper Number 7. First National Conference on Rural America.

WEEK 3:

1. Walls, David S. Central Appalachia: A Peripheral Region within and Advanced Capitalish Society. Journal of Sociology and Social Welfare. Volune IV No. 2, November 1976. pp. 232-247.

WEEK 4:

1. Fisher, Stephen L. Folk Culture of Folk Tale: Prevailing Assumptions About the Appalachian Personality. Appalachian Jorunal.

2. Stephenson, John B. Shiloh: A Mountain Community. University of Kentucky Press, 1968. pp. 201-210.

3. Coles, Robert. God and the Rural Poor: Migrants, Sharecropper, and Mountaineer. Little, Brown, and Company. Edited version as it appeared in Psychology Today. pp. 281-288.

WEEK 5:

1. Cowan, Paul. Holy War in West Virginia: A Flight Over America's Future. The Village Voice, December 9, 1974.

2. Lewis, Helen M. State College: The Clinch Valley Experience. Mountain Review. pp. 30-34.

3. Miller, Jim Wayne. Appalachian Education: A Critique and Suggestions for Reform. Appalachian Jounral, Autum 1977. pp. 13-22.

WEEK 6:

1. Appalachian Migrants in Midwestern and Mid-Atlantic Cities: Urban Appalachians. Mountain Life and Works. January 1978. pp. 29-32

2. Coles, Robert. The South Goes North. (Boston: Atlantic, Little, Brown, 1971), pp. 313-315.

3. Maloney, Michael. Social Areas of Cincinnatti. Cincinnatti Human Relations Commission , 1974. pp. 42-45

4. Mayo, Selz C. "The Apalachian-Urban Crisis" Appalachia in Transition, ed. by Max E. Glenn. (St. Louis, Missouri: The Betheny Press, 1970), pp. 39-40.

5. Berry, Wendell. "The Regional Motive", A Continuous Harmony: Essays Cultural and Agricultural. (New York: Harcourt, Brace, and Jovanovich, 1972), pp. 69-70.

6. Obermiller, Phillip. Appalachians as an Urban Ethnic Group: Romanticism, Renaissance, or Revolution? Appalachian Journal. Autumn 1977. pp. 145-152.

WEEK 7:

1. McAteer, David. You Can't Buy Safety At The Company Store. The Washington Monthly. November 1972. pp. 7-19.

2. Bethel, Tom. The Scene of the Crime: The Hurricane Creek Massacre. Harper and Row, 1972.

3. What is Strip Mining? Peiple's Appalachia. (September-October 1971), pp. 10-13.

WEEK 8:

1. Johnson, Linda. The Foot-Washin Church and the Prayer Book church, resisting Cultural Imperialism in southern Appalachia. The Christian Century, November 3, 1976. pp. 952-955.

WEEK 9 AND WEEK 10:

1. Act or Man? News Letter, Appalachian center, Berea College, Berea, Kentucky. Volune 6, No. 2. Spring 1977.

2. Bethell, Thomas N. The UMWA: Now More Than Ever.

3. Spence, Beth. Pray for the Dead, and fight Like Hell for the Living. UMWA Journal.

4. Whipple, Dan. The Losing of the West. The Nation. June 11, 1977. pp. 717-720.

5. Hall, Bob. Which Side Are You On? Harlan County, 1931-1974.

6. Baker, Deborah M. Flood Without relief: The Story of the Tug Valley Disaster. pp. 20-27.

7. Bethell, Tom. 1974: Contract at Brookside. pp. 114-118.

8. Bishop, Bill. 1931: The Battle of Evarts. pp. 92-101.

9. MacCarthy, Colman. Stripping Land and Lives.

10. O'Gara, Geoff. New Strip Mine Bill Leaves Mountain People Unhappy. Mountain Eagle. August 4, 1977.

11. E.P.C. Scores A Success: Strip mining Law on the Books. Environmental Policy Center, 1978. pp. 1-2.

WEEK 11:

1. Kahn, Si. The Government's Private Forests. Southern Exposure (Fall 1974), pp. 132-144.

2. Branscome, Jim. Land Reform is a Must...If Appalachia is to Survive. The Mountain Eagle. January 4, 1973. pp. 32-34.

3. McGovern, George. An Agenda For human Concerns in Appalachia. September 18, 1972.

4. Shapley, Deborah. Critical TVA Scholarships Hard to Come By. Science, Volume 195. p. 274.

5. Taylor, Coleen Davenport. People Like Caudill Don't Bother Me. The Plow. September 1976.

WEEK 12:

1. Mid Term Examination

WEEK 13:

1. Lecture Series on Appalachia at Southwest Virginia Community College in Richlands, Virginia. Guest Speaker: Jim Wayne Miller

WEEK 14:

I. Lecture Series on Appalachia at Southwest Virginia Community College in Richlands, Virginia. Guest Speaker: Dr. Ronald Eller

1. What impact did the double standards of the Prohibition era have on the mind and character of the mountaineer?

2. Define and discuss the impact of "broad-form deeds."

3. List the four models of Appalachia discussed by David Walls.

4. List the major characteristics of the "two pronged" Welfare State in Appalachia as described by Caudill.

5. List the basic characteristics of the 4 family types described by John Stephenso in Shiloh.

6. List the five levels of criticism of the Appalachian subculture model.

7. What were the major issues in the West Virginia book dispute?

8. List the four appropriate goals for colleges and universities in Appalachia according to Jim Wayne Miller.

9. Why did Ken Hechler lose his congressional seat?

10. List five major issues facing Appalachian migrants today.

11. Recount briefly what happened in the "incredible political campaign of 1938" for the U. S. Senate seat in Kentucky.

12. Identify the "truck mine".

13. Identify the "longwall method".

14. Summarize the major events of the Scotia tragedy.

15. What are the major differences in Appalachian and Western coal mining?

16. According to Bethell, what are some of the facts that a man or woman confronts when he or she goes to work in the mines today?

17. Whay are some Appalachian strip-mine foes unhappy with the new Federal Strip Mine Bill?

18. What strip-mining problems need to be considered in developing consistent and responsible reclamation standards?

19. List the five steps suggested by Branscome for reforming the TVA.

20. List the three criticisms fo the ARC made by Branscome.

21. List the three approaches suggested by Bingham to help lessen the negative impact of recreational development.

22. According to Branscome and Matthews, what are the major problems associated with recreational and second home development?

23. What does Caudill suggest as an overall solution for the region's problems? How would it work?

24. What is the Appalachian South Folklife Center?

Mid-Term Examination **Name**_____
Appalachian Politics
Mr. Rhea

I. PART 1: ESSAY: 80 POINTS: ABSWER EACH OF THE FOLLOWING QUESTIONS.

1. There have been four major political transformations which have occurred in Appalachia and had a significant impact upon the region as well as the nation. In a well written essay, identify and evaluate each transformation, citing specific examples, reasons, causes, and effects.

2. In a well written essay, critically evaluate Appalachian culture. First, examine the traits most commonly noted in the people. Second, examine the reasons for the existence of this culture. Then disucss the traits of the Appalachian family in general, and the six traits of the Appalachian family as noted by Helen Lewis, specifically. conclude your essay with a discussion of the basic characteristics of the four family types as described by John Stephenson in Shioh.

3. Discuss the factors which determine quality of life. Then evaluate the quality of life in appalachia giveing specific attention to healthcare, housing, social services, poverty, and education. conclude your essay with a discussion of the characteristics of education in Appalachia, generally, and then specifically discuss the major issues in the West Virginia book dispute. finally, evaluate the four appropriate goals for colleges and universities in Appalachia according to Jim Wayne Miller.

4. The Appalachian region has always been the subject of stereotyping. Evaluate this in reference to its accuracy and causes. Do the people of the region live up to the stereotypes? Why or why not? Would you agree or disagree with Arnold Toynbee's description of the Appalachian people? How has the media helped or hindered in the process of stereotyping? Explain.

II. PART 2: ESSAY: 10 POINTS ANSWER ONE OF THE FOLLOWING QUESTIONS

1. Poverty in Appalachia is a significant problem. In a well written essay, define poverty, then explain why it is so prominent in Appalachia, given the fact that this region is one of the richest areas in the world. then discuss the characteristics of poverty in Appalachia. Finally, evaluate the programs which have been designed to cure poverty in this region.

2. Discuss the major characteristic of the "two-pronged" welfare state in Appalachia as described by Harry Caudill.

3. Evaluate Harry Caudill's proposal for an overall solution to Appalachia's problems. Explain how his proposal would work and the major differences this program has in relation to past, current, and proposed programs.

III. PART 3: ESSAAY: 10 POINTS: ANSWER ONE OF THE FOLLOWING QUESTIONS

1. In a well written essay, discuss the four models of Appalachia as presented by David Walls. Then discuss the five levels of criticism of the Appalachian Sub-Culture model.

2. Several factors have contributed to the Appalachian's spirit of "Individualism." Evaluate each factor citing specific examples, causes, reasons, and results.

3. Appalachia has been discovered by many individuals and organizations. Discuss these "discoveries" in reference to the impact that each has had on Appalachia.

Appalachian Politics **Name**_____
Final Examination
Fall Quarter 1985
Mr. Rhea

****This examination is due on Wednesday, December 18, 1985 at 9:00 A.M.****

DIRECTIONS: Using information from class discussion, lectures, and assigned readings, answer the following questions in well written essays.

1. Examine the major social, economic, and political forces and institutions which have had an impact on teh Appalachian people. In what ways has the impact of each of these forces been veneficial to or harmful of the interests of Appalachians? Present and defend a set of proposals designed to lessen the harmful effects of these forces and institutions. (50 Points)

2. In his book, Miners, Millhands, and Mountaineers, Dr. Ron Eller asserts that the period of 1880-1930 was one of the most significant periods in the history of Appalachia. Discuss and critically evaluate at least five reasons why he sets forth this contentin. Do you agree or disagree with his reasoning? (5 Points)

3. Discuss the significance of the 1977-78 UMWA strike. How does Tom Bethell analyze the issues and why did the strike last so long? Then discuss in respect to comparison, teh 1974 contract at Brookside in reference to any similarities and differences. Discuss the issues which distinguishes these two contracts. (5 Points)

4. Discuss the basic causes of the plight of Appalachian migrants. Then examine the seven major issues facing Appalachian migrants. (5 Points)

5. Summarize the major events of the Scotia tragedy. Then present a set of proposals which, if implemented, could prevent this tragedy from happening again. (5 Points)

6. What are the major differences in Appalachian and Western coal mining? Then examine the major differences in American coal mining as compared to European coal mining. (5 Points)

7. According to Tom Bethell, what are some of the facts that a man or woman confronts when he or she goes to work in the mines today? discuss his views on coal mine safety and examine his program for improving safety in teh coal mines. (5 Points)

8. In the coal fields, the name of Mother Jones is a legend. Why? (5 Points)

9. Analyze the impact of the UMWA on Appalachia. Has it been a positive or negative force, beneficial or harmful? Defend your answer. (5 Points)

10. Identify the following: (10 Points)

1. Pneumoconiosis
2. "Truck Mine"
3. "Long wall method"
4. Strip Mine
5. Walter Hickle
6. "Incredible Political Campaign of 1938"
7. CORA
8. Coal Severance Tax
9. John O'Leary
10. W. A. "Tony" Boyle

APPALACHIAN RENAISSANCE

by

Loretta C. Cox

APPALACHIAN STUDIES MODULE

Appalachian Renaissance

Prepared by

Loretta C. Cox

SUGGESTED TIME FRAME: Fourteen 3-hours sessions.

PREREQUISITE: Student must be identified as gifted.

COURSE OVERVIEW: This course is designed to create student awareness of and appreciation for the rich cultural heritage of Appalachia. The plan of study will focus on the positive aspects of Appalachian culture as depicted through the verbal artistry of the region. It will provide the students an opportunity to learn the customs and characteristics of mountain people, to develop an understanding of what Appalachia is, and to realize the significance of regional literature. The course will introduce representative works from the major genres of fiction, poetry, drama, and essay. Aesthetically, the course will provide the students an opportunity to clarify personal values and share in the total Appalachian experience.

COURSE GOALS

1. To provide learning experiences for the gifted and talented which are commensurate with their abilities and aptitudes.
2. To demonstrate the interrelationships between the learning disciplines.
3. To inculcate attitudes conducive to enhancing personal development and promoting independent learning.
4. To encourage students' appreciation of and respect for their Appalachian heritage.
5. To introduce the students to Appalachian folklore to encourage a greater understanding of their Appalachian heritage.
6. To promote the students' appreciation of Appalachian literature through the study of the novel, short story, drama, and poetry.
7. To provide an atmosphere for creative thinking in oral expression.
8. To provide an atmosphere for creative thinking in written expression.

I. HISTORY OF APPALACHIA

Goal: To develop the student's awareness of his Appalachian heritage through the study of the history of Appalachia.

Objectives:

1. The student will review early travel reports of Appalachia.

2. The student will study the migration into Appalachia and examine the "law of diminishing returns" as it applies to the isolation of the settlers.

3. The students will examine Appalachian values and distinguish myth from fact.

4. The student will discern the author's purpose in assigned readings in view of outsider vs. insider treatment of Appalachian culture.

5. The student will research his or her genealogy.

II. APPALACHIAN LITERATURE

Goal: To develop the student's awareness of his Appalachian heritage through the study of Appalachian literature.

Objectives:

1. The student will demonstrate an understanding of the role of the American Indian through the study of pertinent material.

2. The student will demonstrate his understanding of the oral tradition and local color.

3. The student will develop criteria for identifying and evaluating Appalachian literature.

4. The student will build his self-esteen by the study of literature and lore thorough which he can see his own reflections.

5. The student will demonstrate an understanding of and an appreciation for Appalachian literature through the examination of the major genres of essay, short story, novel, poetry, and drama.

III. APPALACHIAN CULTURE

Goal: To develop the student's awareness of his Appalachian heritage through the study of Appalachian culture.

Objectives:

1. The student will demonstrate an understanding of Appalachian culture through his response to two field trips and guest lecturers.

2. The student will demonstrate his familiarity with Appalachian music by writing a ballad and attending a workshop on the mountain dulcimer.

3. The student will demonstrate his familiarity with folk dancing.

4. The student will collect riddles, games, and superstitions unique to Appalachia.

5. The student will make and share with others an Appalachian dish.

6. The student will read and share folktales.

7. The student will demonstrate his understanding of the religion of Appalachia through his reading and personal interviews.

8. The student will demonstrate his understanding of Appalachian crafts through his readings and visitations to Appalachian centers.

9. The student will make a patchwork quilt.

IV. COMPOSITION

Goal: To develop the student's awareness of his Appalachian heritage through written expression.

Objectives:

1. The student will research his genealogy and write a personal essay.

2. The student will write a creative packet consisting of ten poems, one short story, a ballad, a personal interview, and an essay.

3. The student will write a research paper on an area of interest pertaining to Appalachia.

4. The student will write a literary argument on a choosen topic from a regional novel he has read.

5. The student will write reaction papers to his daily readings.

6. The student will respond in a well-written essay to the topic: "What Appalachia means to Me."

BIBLIOGRAPHY

Agee, James. A Death in the Family. New York: Grosset and Dunlap, 1971.

Arnow, Harriette. The Dollmaker. New York: Avon Books, 1954.

Dykeman, Wilma. The Far Family. New York: Holt, 1966.

Dykeman, Wilma. The Tall Woman. New York: Holt, 1963.

Higgs, Robert J. and Ambrose Manning, eds. Voices From the Hills. New York: Frederick Ungar Publishing Company, 1975.

Miles, Emma Bell. The Spirit of the Mountains. Knoxville: The University of Tennessee Press, 1975.

Miller, Jim Wayne. Dialogue with a Dead Man. Green River Press, 1978

Miller, Jim Wayne. The Mountains Have Come Closer. Boone: Appalachian Consortium Press, 1980.

Norman, Gurney. Kinfolks: The Wilgus Stories. Frankfort: Gnomon Press, 1977.

Pancake, Breece K'J. The Stories of Breece K'J Pancake. New York: Holt, Rhinehart, and Winston, 1983.

Smith, Earl Hobson. The Long Way Home. Radford, VA: New River Histroical Society, 1976.

Smith, Lee. Black Mountain Breakdown. New York: Ballantine, 1980.

Still, James. River of Earth. Lexington: University of Kentucky Press, 1978.

Stuart, Jessee. The Thread That Runs So True. New York: Scribner, 1949.

Wigginton, Eliot, ed. The Foxfire Book. New York: Doubleday, 1972.

WEEKLY LESSON PLANS

January 8, 1985

Objectives:

1. The student will gain insight into the history of Appalachia.
2. The student will become acquainted with Appalachian values.

Activities:

1. Lecture: "Appalachia and Appalachians"
2. Video: The Dollmaker.
3. Discussion

January 15, 1985

Objectives:

1. The student will review early travel reports of Appalachia.
2. The student will discern the author's purposes.

Activities:

1. Lecture: "Insiders vs. Outsiders"
2. Review readings from Voices From The Hills: Lederer, Royall, Byrd, Fontanine, Flint, and Toynbee.
3. Discussion: "Myth vs. Fact". Textual basis-H. L. Mencken's "Hills of Zion"

January 22, 1985

Objectives:

1. The student will research his or her genealogy and write a personal essay.
2. The student will demonstrate an understanding of the role of teh American Indian in Appalachia.

Activities:

1. Lecture: "The Noble Naturals"
2. Review readings from Voices From The Hills: Timberlake, Steiner, and Royall
3. Discussion: "Removal of the Cherokees". Textual basis-John G. Burnett's "Removal of the Cherokees" and selected works from Marilou Awiakta.
4. Hand in personal essay of student's genealogy.

January 29, 1985

Objectives:

1. The student will develop an appreciation of the literature and folklore of Appalachia thorugh a study of the traditions.
2. The student will become acquainted with the oral tradition and local color.

Activities:

1. Lecture: "Mountaineers in Literature: The Oral Tradition."
2. Readings from Voices From The Hills: Crockett, Harris, and the Jack Tales from Chase.
3. Student opportunity: Tell a Jack Tell.

February 5, 1985

Objecties:

1. The student will demonstrate an understanding of Appalachian literature.
2. The student will develop criteria for identifying and evaluating Appalachian literature.
3. The student will synthesize and evaluate the information gathered.
4. The student will learn vocabulary appropriate to Appalachian Studies.
5. The student will examine the Appalachian novel and short stories.

Activities:

1. Lecture: "The Search for Identity".
2. Review readings from Voices From The Hills: Stuart, Haun, and Still.
3. Review readings from Breece Pancake.
4. Discussion: Miles' "Spirit of the Mountains.

February 12, 1985

Objectives:

1. The student will continue to develop an understanding and appreciation of Appalachian literature.
2. The student will experiment with writing a short story.
3. The student will demonstrate proficiency in public speaking.

Activities:

1. Lecture: "Regionalism"
2. Oral presentation of students' short stories.
3. Discussion: John Fox, Jr. based on student's report.

February 19, 1985

Objectives:

1. The student will continue to develop an understanding and appreciation of Appalachian literature.
2. The student will demonstrate competence as an interviewer.
3. The student will write an article to be published in the local newspaper, one article weekly.
4. The student will continue to develop competence in public speaking.

Activities:

1. Lecture: "Appalachian Literature: Where it Stands."
2. Class will review students' interviews to be published in "The Lebanon News."
3. Students will present oral book reviews of the works of Wilma Dykeman: The Tall Woman, The Far Family, and Return the Innocent Earth.

Activities:

1. Lecture: "Self-expression Through Drama"
2. Discussion and reading from The Long Way Home.
3. Video.
4. Students present individual skits or monologues.

March 19, 1985

Objectives:

1. The student will develop an understanding and appreciation for Appalachian culture through the study of mountain crafts.
2. The student will have the opportunity to make a patchwork quilt.
3. The student will have the opportunity to make other handicrafts.

Activities:

1. Workshop on quiltmaking and other handicrafts.
2. Products will be displayed in a local business during the ACE Festival.

March 26, 1985

Objectives:

1. The student will develop an understanding and appreciation of Appalachian music.
2. The student will have an opportunity to learn to play a dulcimer.
3. The student will write a ballad and sing it.
4. The student will attend a workshop on Appalachian music and dance.
5. The student will have the opportunity to learn to flatfoot.

Activities Workshop:

1. Andrenna Belcher and Tom Bledsoe will conduct a workshop on Appalachian music and dance.
2. They will demonstrate Appalachian instruments, the music, and the dance.
3. Andrenna will also lecture on the importance of being Appalachian and will tell folktales.

February 26, 1985

Objectives:

1. The student will have the opportunity to hear Wilma Dykeman speak at SVCC.
2. The student will evaluate Ms. Dykeman and her message.

Activities:

1. The students will meet February 27 to travel to SVCC for Ms. Dykeman's lecture.

March 5, 1985

Objectives:

1. The student will develop an understanding and appreciation of Appalachian poetry.
2. The student will have the opportunity to write poetry.

Activities:

1. Lecture: "The Appalachian Poet"
2. Review of readings from VFTH: Stuart, McNeill, Wheeler, Miller, Marion, and Lanier.
3. Students will share their poems.
4. Poetry workshop. Each student will select his best poem or poems to be included in the ACE publication.

March 12, 1985

Objectives:

1. The student will demonstrate an understanding and appreciation of Appalachian literature through the study of drama.

2. The student will have the opportunity to write a skit and perform it.

April 2, 1985

Objectives:

1. The student will research a topic pertaining to some aspect of Appalachian culture and write a paper.
2. The student will present that paper to the class.
3. The student will collect riddles, games, and superstitions unique to Appalachia.

Activities:

1. Lecture: "More About Appalachian Music"
2. Workshop: Teresa Wheeling, Ricky Cox, and Kimberly Burnette will demonstrate dulcimer playing and ballad singing.
3. Research Papers due.

April 9, 1985

Objectives:

1. The student will re-evaluate his views of Appalachia and state what it means to him or her to be Appalachian.
2. The student will keep a journal.
3. The student will attend an Appalachian Banquet.
4. The student will become acquainted with certain food familiar to Appalachia.

Activities:

1. Banquet: The dinner will consist of Appalachian foods such as soupbeans, onions, chutney, cornbread, sauerkraut, and fried apple pies.
2. Students will present after-dinner speeches of no more than five minutes each.
3. Wrap-up by students and instructor.
4. Final dates will be set for the ACE Festival and the ACE journal of creative writings will be distributed. Awards.

APPENDIX I

ACE NEWSLETTER

by

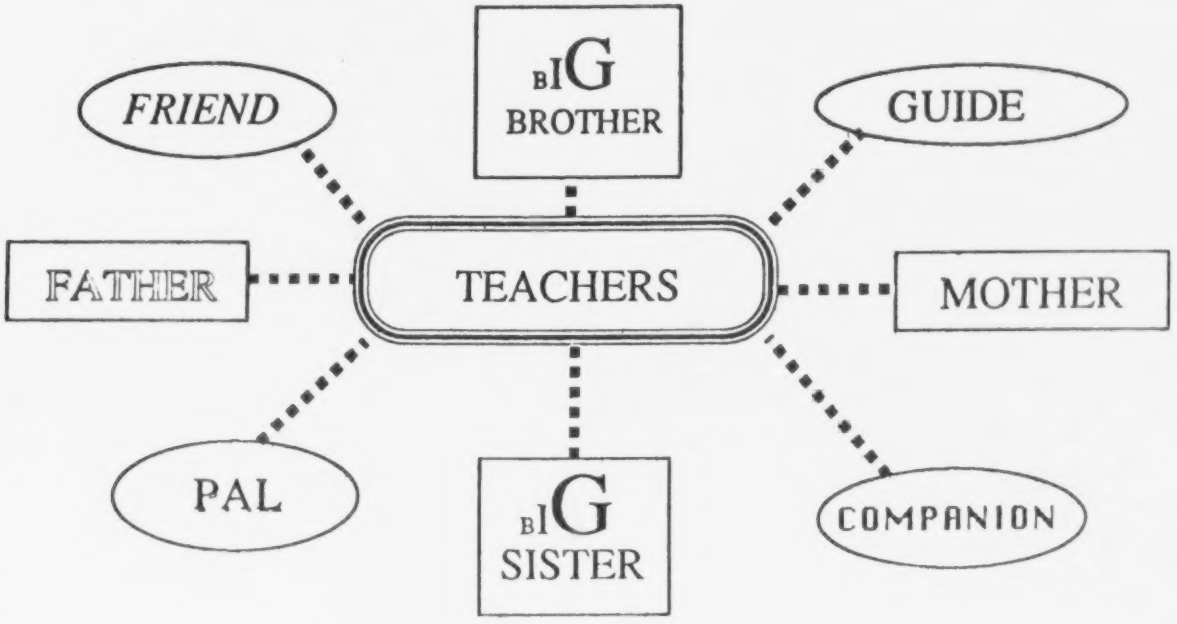
Technical Science Group

NEWSLETTER

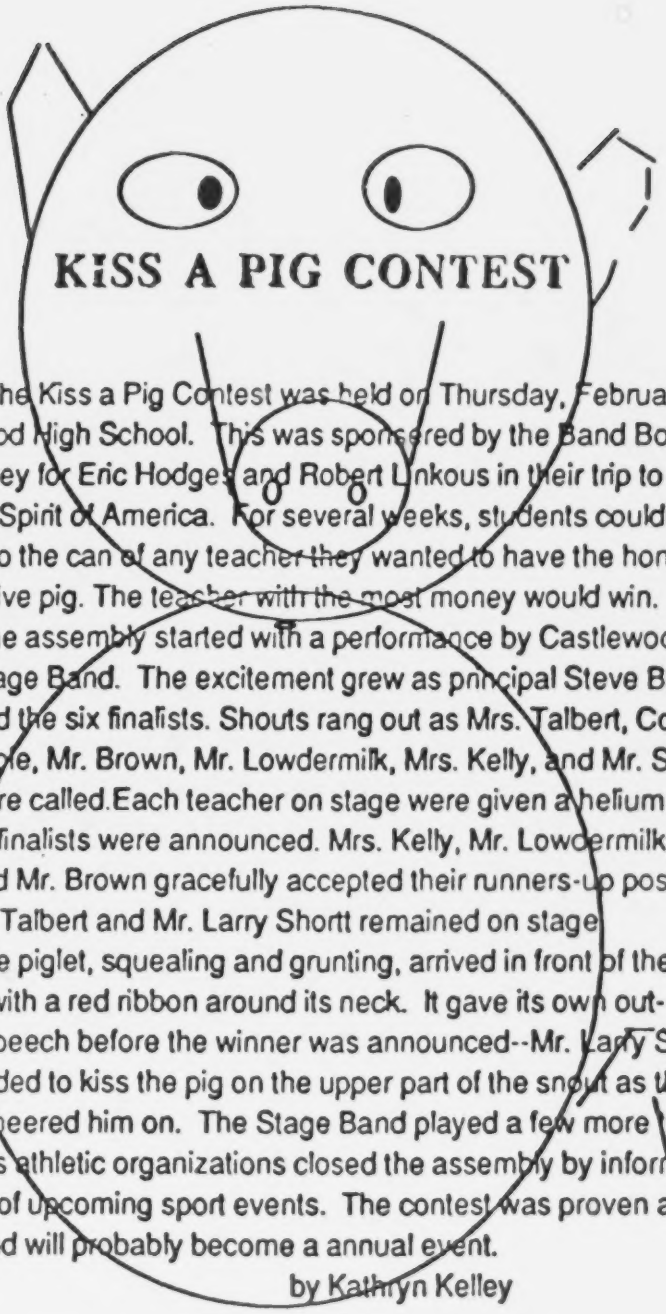
VOL. 1 FREE

DEDICATION

We the students in the ACE Program wish to dedicate this edition of our newsletter to our teachers. Thank you for your encouragement and helpfulness. Sometimes we take our teachers for granted and forget the times they have given us a break, or helped us on their own time. All the challenges you have given us are appreciated, for each time we overcome, we draw closer to understanding. Teachers aren't just the "wardens" some see them as; now and then one who really cares comes along and gives you the strength to keep going. To those teachers we say a sincere "Rah!" and thanks for helping us grow.



by KELLY HERBERT



KISS A PIG CONTEST

The Kiss a Pig Contest was held on Thursday, February 20 at Castlewood High School. This was sponsored by the Band Boosters to raise money for Eric Hodges and Robert Linkous in their trip to Europe as part of Spirit of America. For several weeks, students could put money into the can of any teacher they wanted to have the honor of kissing a live pig. The teacher with the most money would win.

The assembly started with a performance by Castlewood High School Stage Band. The excitement grew as principal Steve Banner announced the six finalists. Shouts rang out as Mrs. Talbert, Coach Randy Poole, Mr. Brown, Mr. Lowdermilk, Mrs. Kelly, and Mr. Shortt's names were called.Each teacher on stage were given a helium balloon to hold as finalists were announced. Mrs. Kelly, Mr. Lowdermilk, Coach Poole, and Mr. Brown gracefully accepted their runners-up positions, while Mrs. Talbert and Mr. Larry Shortt remained on stage.

The piglet, squealing and grunting, arrived in front of the audience with a red ribbon around its neck. It gave its own outstanding speech before the winner was announced--Mr. Larry Shortt. He proceeded to kiss the pig on the upper part of the snout as the students cheered him on. The Stage Band played a few more tunes, and various athletic organizations closed the assembly by informing the school of upcoming sport events. The contest was proven a huge success and will probably become a annual event.

by Kathryn Kelley

HOW DO YOU SPEND YOUR

WEEKENDs ?

Where is the "happening spot" in your area? Pizza Hut? A local pool hall? The nearest Arcade? Unfortunately, many young people have no place to go where they can be well supervised and still have fun. But now teen clubs are becoming more widespread and finally parents can stop asking "It's 11 p.m., do you know where your children are?"

There's a teen club in Bristol called "Weekends" that is fast becoming the Hot Spot for teens in our area. It is open on Fridays and Saturdays from 6 pm to midnight. Admission is $2.00 and no alcohol or tobacco is allowed. A game room is located downstairs with video games, foozball, and free pool. The main dance floor is bordered on one side by mirrors for those who want to see who is watching them, and if you shoud be lucky enough to get a very BORING partner, you may amuse yourself by watching the neon lights in the floor. The upper dance floor overlooks the main level. Most of the music is hard-driving jungle jive, with some top 40 music thrown in for good measure. Oh, tell your parents that security is present at all times, and Tyrone can take care of *any* troublemakers.
So come on down and join the party! But put on your dancing shoes and get ready to cut a Persian rug, 'cause if you don't *dance* on the dance floor, you might *become* the dance floor!

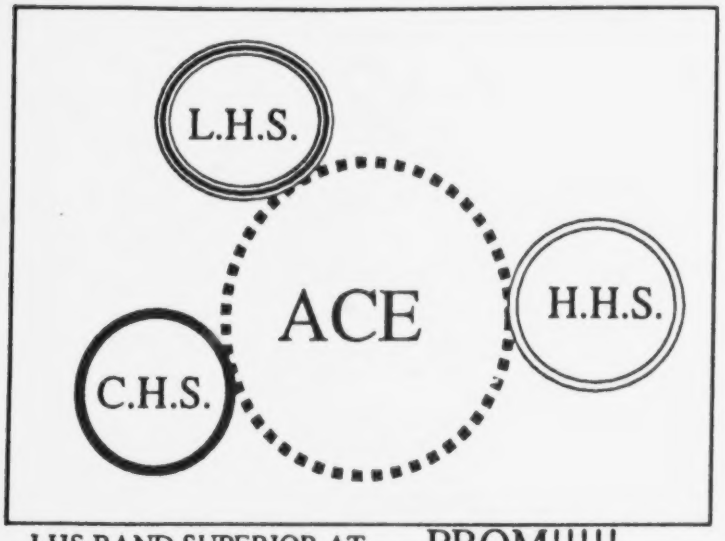
by

Kelly Herbert

STATE FORENSICS WINNER

Greta Griffith, a ninth grader at Castlewood High School, has been very successful in the dramatic interpretation category in forensics. She competed in the regional competition and placed second, which allowed her to advance to state competion. At the state competion, she competed against a talented and competitive field of students who won their respective regional contests. She succeeded in becoming second in the state for the piece she read, "The Informer" by Shaw Desmond. It is only a matter of time until she becomes the best in the state!

by Kathryn Kelley



ACE GRANT

At the beginning of the school year, the ACE Programs from the three high schools in Russell County competed for a federal grant. The members of the the ACE Program in each school met to decide upon an educational program which would benefit the Ace students as well as the student body and community as well.

CONT'D P. 6

LHS BAND SUPERIOR AT FESTIVAL

On Saturday, March 22, 1986, the Lebanon High School Concert Band competed in the District VII Festival held at John S. Battle High School in Bristol, VA.

CONTD. P. 6

PROM!!!!! PROM TIME AGAIN DO YOU HAVE A DATE ?

The Honaker Junior Class has voted on May 3 as the prom date. Committees have been appointed. The chairman of the theme committee, reported that the theme has been chosen. The entire class has voted on this decision. The theme chosen is " This could be the night ". The Junior Class has raised 4,092.79 dollars by selling magazines and sponsoring a dance. this money is to be spent on the prom decorations, favors, and for a band.

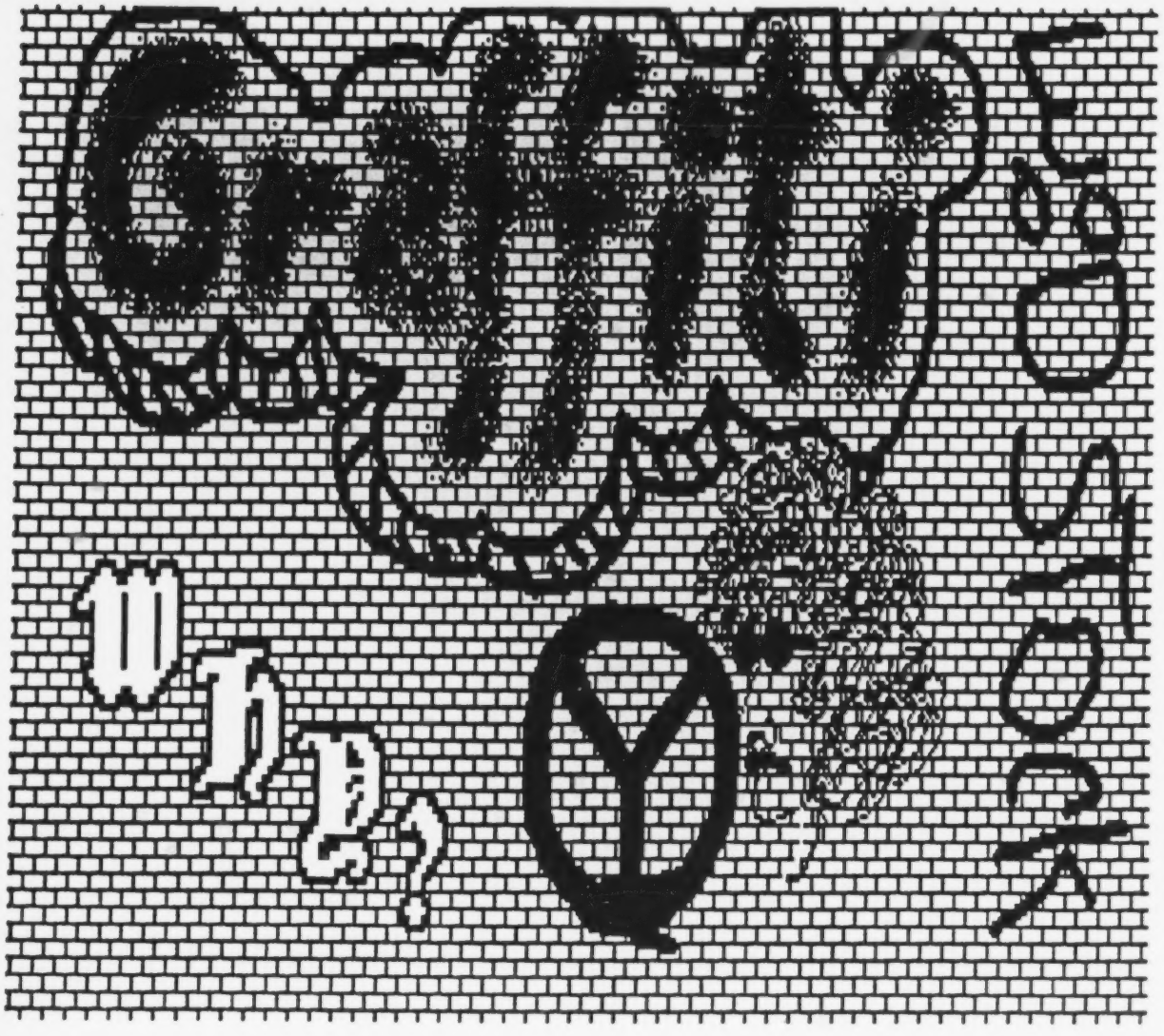
by DONNA JEWELL

THE GREAT DEBATE OF 1986

Lebanon High School has a Debate team to be proud of. Their 8-man team of two affirmative and two negative teams participated in the debate tournament in Gatlnburg, TN, February 20-22. Although three members

CONTD. P. 6

LARRY AND MARK



GRADING SYSTEMS

The pass-fail grading system and the A-F grading system both have their own unique advantages. The pass fail system only shows the necessary marks needed for grading. In a tournament, it doesn't matter how close a game it is, it only matters who wins. Passing could be considered the bottom line in some classes.

The A-F grading system has its own unique advantages also. Its major advantage is that it measures achievement. For example, an unranked team may lose by only one point to the number one team, but the unranked team may get considerations when tournament bids are handed out. In other words, an A-F grading system measures how well a student has done in that subject. A person who gets A's should get more recognition for his accomplishments than a person who barely makes a D.

by: Freddie Pruner

BAND

The band played three selections of Grade IV music: "All American March" by Crosby, "Deep River Suite", and "Arietta For Winds", both by Erickson. Six other bands also played Grade IV music. The LHS Band received a Division I, Superior rating on the three selections and also on a sight reading piece. This was the first time in the history of the LHS Concert Band that a Division I has been received.

Congradulations to all the band members, to Miss Janith Valley, who helped with the woodwinds, and special congrads to Mr. Greg Case, director. To the graduating seniors: Lynn Chafin, Anita Cordle, Beverly Elswick, Cherie Ferguson, Tim Griffith, Kelly Herbert, David Monk, Angie Ratliff, and Scott Taylor, it's been four great years!

Great job, band! Keep up the good work!

By: Anita Cordle

FAMOUS QUOTES

IT IS HARD FOR AN EMPTY BAG TO STAND UPRIGHT. *FRANKLIN*

ONE EAR HEARD IT, AND AT THE OTHER OUT IT WENT. *CHAUCER*

PEOPLE SELDOM IMPROVE, WHEN THEY HAVE NO OTHER MODEL BUT THEMSELVES TO COPY. *GOLDSMITH*

UNBIDDEN GUESTS ARE OFTEN WELCOMEST WHEN THEY ARE GONE. *SHAKESPEARE*

WHAT IS BECOMING IS HONEST, AND WHAT EVER IS HONEST MUST ALWAYS BE BECOMING. *CICERO*

ABSENCE OF OCCUPATION IS NOT REST.
A MIND QUITE VACANT IS A MIND DISTRESS'D. *COWPER*

REFERENCE: WEBSTER'S ENCYCLOPEPDIA OF DICTIONARIES

started late in the season, everyone's hard work paid off. Melanie Hart and Pam Hendrickson, our first affirmative team, took home second and third place trophies for speaker points and won second place in the tournament. The other teams: Scott Taylor and Kelly Herbert, first negative; Larry Null and Mark Pruitt, second negative; and Patty Sweeny and Sarah Buchanon, second affirmative, did very well against some tough competition, thanks to the superior coaching from Dr. Billy Rhea and Dr. Helen Gilmer.

Aside from the heated debates and hard work, there was time to engage in various frivolous activities, such as: shopping, video gaming, and swimming. The Gilmermobile took to the streets of Gatlinbug like a fish out of water. Who knows how long we would have waited for those cars to move! Can you say "mocha"?

Thanks again to the teams and coaches, and a sincere "You're welcome!" to those whose lives were brightened in the Debate of '86.

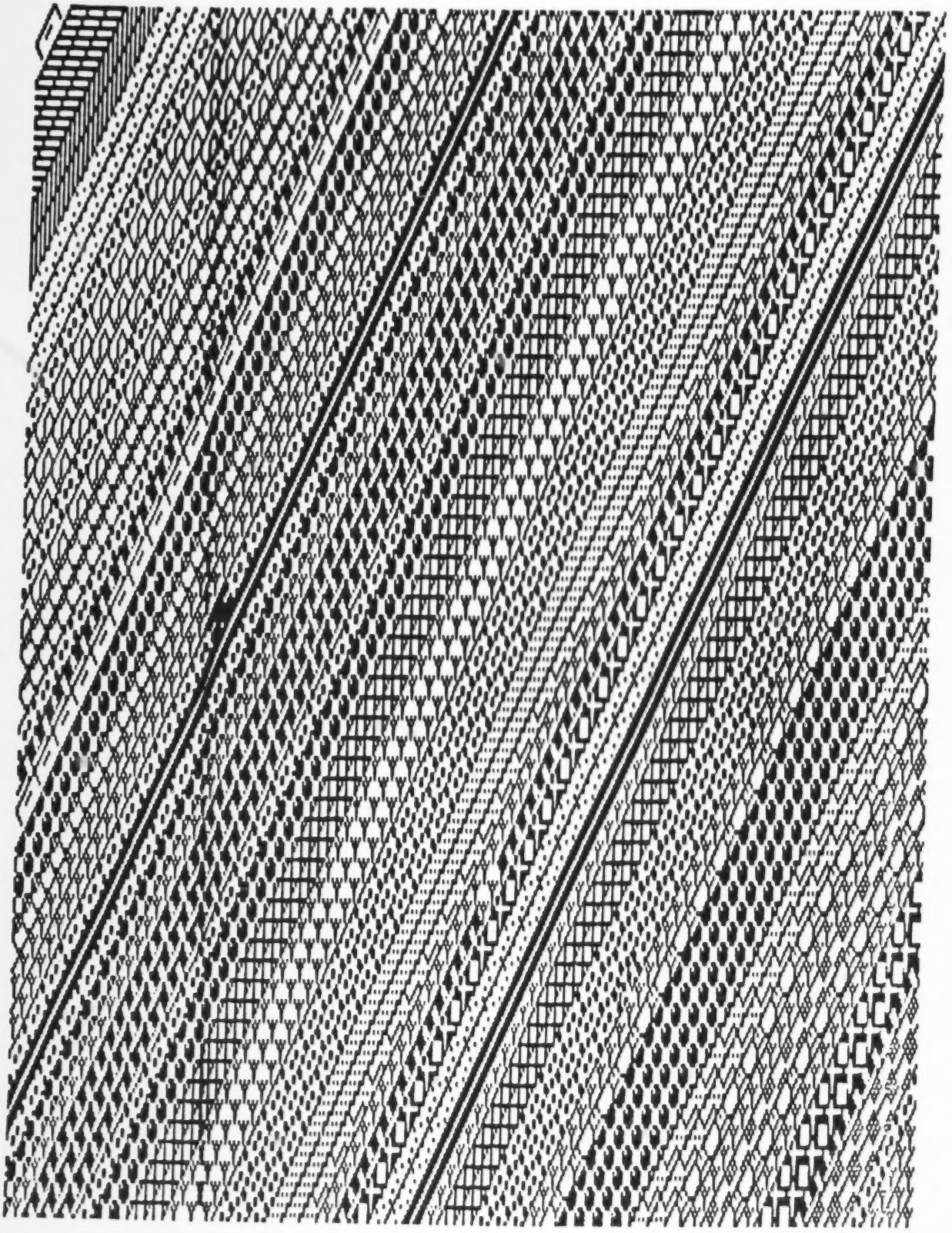
by Kelly Herbert

A.C.E.

The program that Castlewood High School chose to do was a radio program in conjunction with the local WSPC radio station. The radio broadcast would keep the community informed of activities at Castlewood High School. This idea,along with ideas from Lebanon and Honaker ACE Programs, was presented and judged by a countywide advisory committee. Castlewood won the grant and used the money to purchase a broadcast loop that was installed, a stereo system to tape programs, and air time bought from WSPC radio station.

Radio broadcasts for the program are titled "Castlewood High Today". They began airing February 25 and will be aired Mondays and Wednesdays at 6 P.M. The topics covered include interviews with members of various departments and the live coverage of recent activities in Castlewood High School.

by Kathryn Kelley



KATHY'S CREATION

CASTLEWOOD

LEBANON

HONAKER

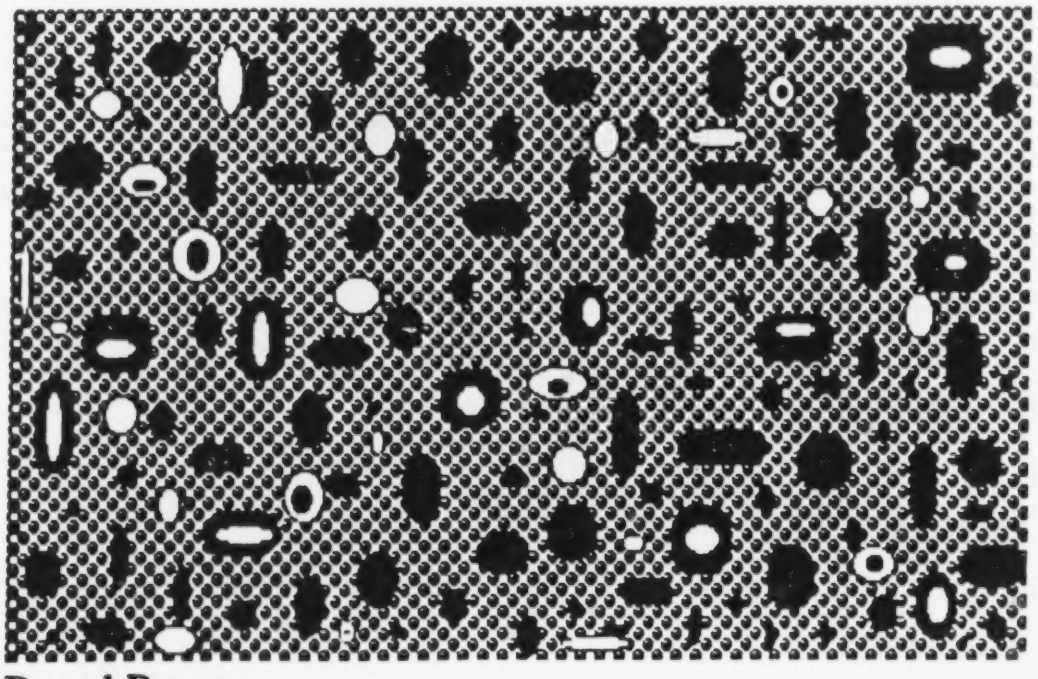
CLIMBING THE STAIRS

Many a step I have climbed
up the spiral searching
with eyes upward ever seeking
the end of the stairs.

I hibernate through the long
day and liven up in the summer
night, locking behind the hours
insane that people know me by.

Then I am a spirit unchained to
think of matters triffle or deep,
when peace spreads around and
I am closer to the stars.
Perhaps I shall reach, maybe
not but I must climb on and on.

by: DEVI MITRA



Pascal Program

```
program Snowman;
 var
  Top, Left, Bottom, Right :
Integer;
  Radius : Integer;
begin
 Paintcircle(256, 242, 50);
 Invertcircle(256, 242, 48);
 Paintcircle(256, 157, 36);
 PaintRect(100, 251, 98, 256);
 MoveTo(220, 150);
 LineTo(165, 156);
 MoveTo(292, 150);
 LineTo(347, 144);
 Invertcircle(256, 157, 34);
 Paintcircle(256, 101, 20);
 Invertcircle(256, 101, 18);
 Paintcircle(253, 95, 3);
 Invertcircle(253, 95, 1);
 Paintcircle(259, 95, 3);
 Invertcircle(259, 95, 1);
 Paintcircle(256, 97, 2);
 Paintcircle(252, 100, 1);
 Paintcircle(254, 100, 1);
 Paintcircle(258, 100, 1);
 Paintcircle(260, 100, 1);
 Paintcircle(256, 110, 8);
 Invertcircle(256, 110, 6);
 Paintcircle(256, 157, 5);
 PaintRect(70, 241, 85, 271);
 PaintRect(100, 250, 70, 262);
 MoveTo(247, 50);
 TextSize(14);
```

HONAKER'S SENIOR TRIP

The Honaker High Senior Class is going to Willimsburg for a senior trip. It will be from Friday , April 25 to Sunday April 27. They will go to Busch Gardens.

The Senior Class has worked hard to earn $3,200 for transportation. Every member of the class going will have to pay $75 for room and board.

The Senior Class is planning to have two more fundraisers; a basketball game, the Seniors against the Faculty, and a walk-a-thon. This is to prevent the members of the class to pay any more money to go.

By:

Donna Jewell

Phone--Home

We all must realize why the new laws are passed for our own protection and good.

Starting January 1, 1986, when you do not show up for school they call home and see where you are.This policy was to release the responsibility of you from the school to your parents or legal guardian , and if they tell them you were suppose to be at school the the responsibility shifts to t parents. Also, if you drive school then the responsibi is the school's even if you do not come on school grounds because the Virginia State Law requires you to be in school until you are 17.

This is now a permanent law and it will affect most of us several times during our high school years. I think this is a good move by the state because fewer people will be laying out of classes.

by Donna Jewell

STATE WRESTLING TOURNAMENT

Burke And Jesse
STATE CHAMPIONS

At the state wrestling tournament held at Natural Bridge Virginia on February 21st and 22nd, 1986,two of Castlewood's wrestlers emerged as state champions. David Burke in the 98 pound weight class,and Tim Jessee in the 132 pound weight class each won the three matches needed to become state champions. Twelve of the thirteen members of the C.H.S. wresting team qualified for state competion,three of which earned a second place position in thier individual weight classes. Aproximately twenty-five different schools statewide were represented in the tournament. Burke and Jessee are the fourth and fifth state wresting champions in Castlewood's history, their predecessors being John Hale, Jonny Long, and William Winebarger. When asked to comment on his victory, Tim Jessee said, "It was a dream come true." He also expressed his appreciation of his teammates' support, especially that of Jerry Tarr,who, according to Tim, was his greatest inspiration. The reaction of friends, family, and C.H.S. in general reflected upon the support of the community for the Castlewood High School wrestling team. Castlewood finished second overall in the state tournament, after winning the Hogeeheegee District and regional tounaments. Head coach A.C. Burke commented that he felt that this year's team was the best ever,and that he was very disappointed that C.H.S. did not win the state tournament,and also that Kippie Parsons in the unlimited weight class, who finished second in the state, had to sacrifice personal glory for the sake of the team. However, it goes without saying that Devil pride runs deep. In addition to his state championship, David Burke won the very prestigious Grundy Invitational,as well as did Kippie Parsons. Tim Jessee has placed second and fourth in previous state tournaments,and he also won second place in the Grundy Invitional. When asked to comment on the future of the C.H.S. wrestling team, Tim commented that the team has a lot of potential, but must work very hard to achieve its goals. It is a good possibility that Burke and Jessee will continue their wrestling careers next year in the college ranks. Definitely, as long as theCaslewood High School wrestling team has members such as David Burke, Kippie Parsons, and Tim Jessee, it will continue to be ranked at the top in the entire state of Virginia. by ERIC HODGES

MY DREAM

I had a dream,
that one day I would find someone
who could love me
just as much
as I---
could love them.

I kept searching,
looking high and low
for that someone,
for my dream.

I said to myself,
"You're trying too hard.
Let God take care of it."

I prayed,
I hoped,
I dreamed.

Then one day,
I found that someone.
He is even greater-
than my dream.
Someone who loves me
just as much
as I love him.

My dream came true.
It's YOU!

Dedicated to: Neil Smith
By: Anita Cordle

BEST COPY AVAILABLE

BASKETBALL HOMECOMING '86

This year's basketball homecoming at *Lebanon High School* was one that I will remember for a long time. On that night, the senior basketball players, cheerleaders, and their parents were introduced. It was the last regular season game, and the last one at home. That game will be remembered for years to come.

During spirit week, February 17-21, students showed their spirit by participating each day. On monday, everyone wore hats. Tuesday was Sweat Day. All wore sweatpants and sweatshirts. Wednesday was "Hee Haw" Day. Everyone wore boots, bandanas, and overalls. Thursday was Rainy and Cool Day. All wore raincoats and sunglasses. The week ended with Spirit Day, on which everyone wore their pins, and red, white, or black.

Friday night was full of excitement and anticipation as to who would be the *Homecoming Queen*. To start things off, coach Rick Thompson introduced the senior basketball players and cheerleaders. They were: David Sutherland, Orlando Early, Tina Barbour, Cherie Ferguson, Pam Hendrickson, Angie Ratliff, and Anita Cordle, who also delivered the invocation. Singing the National Anthem were members of the LHS choir.

The basketball game was very close as the first half came to an end. Then came the high point of the evening-the crowning of the *1986 Homecoming Queen*. The freshman attendant was Krista Lambert, who was escorted by Paul Artrip. The sophomore attendant was Elyssa Ratliff, who was escorted by Robbie Mitchell. The junior attendant was Missy Yates, who was escorted by Aaron Buchanan. The four senior attendants were: Sherry Allen, escorted by Steve Lampkin; Relana Ellinger, escorted by Rick Tompa; Molly O'Bryan, escorted by Greg Vencill; and Melanie Hart, who could not attend because of a debate tournament. The crowd was silent as Mr. Rick Thompson revealed the *1986 Basketball Homecoming Queen.... Molly O'Bryan!*

After the game, we had the *Homecoming Dance* in the LHS cafeteria. Todd Henley and Robert Sutherland provided the music. The dance was a tremendous success.

Even though we lost to the Honaker Tigers, that game will be remembered as one of the great games of the '85-'86 season at LHS. A game full of great happiness and great times!

BY: ANITA CORDLE

Scholarships

Scholarships are awarded on the basis of academic ability. The following is a list of the Federal, State, and Institutional Financial Aid Programs. In order to be eligible, the student must complete all admissions requirements, and must fill out the Financial Aid Form(FAF). In order to receive full consideration, all forms should be filed no later than May 1(except where otherwise indicated.

FEDERAL/STATE FINANCIAL AID PROGRAMS:

Pell Grant:
(Does not need to be repaid)
Maximum amount of $1,710 per year.
Must be enrolled at least 1/2 time.
No award can exceed 1/2 cost of attendance.

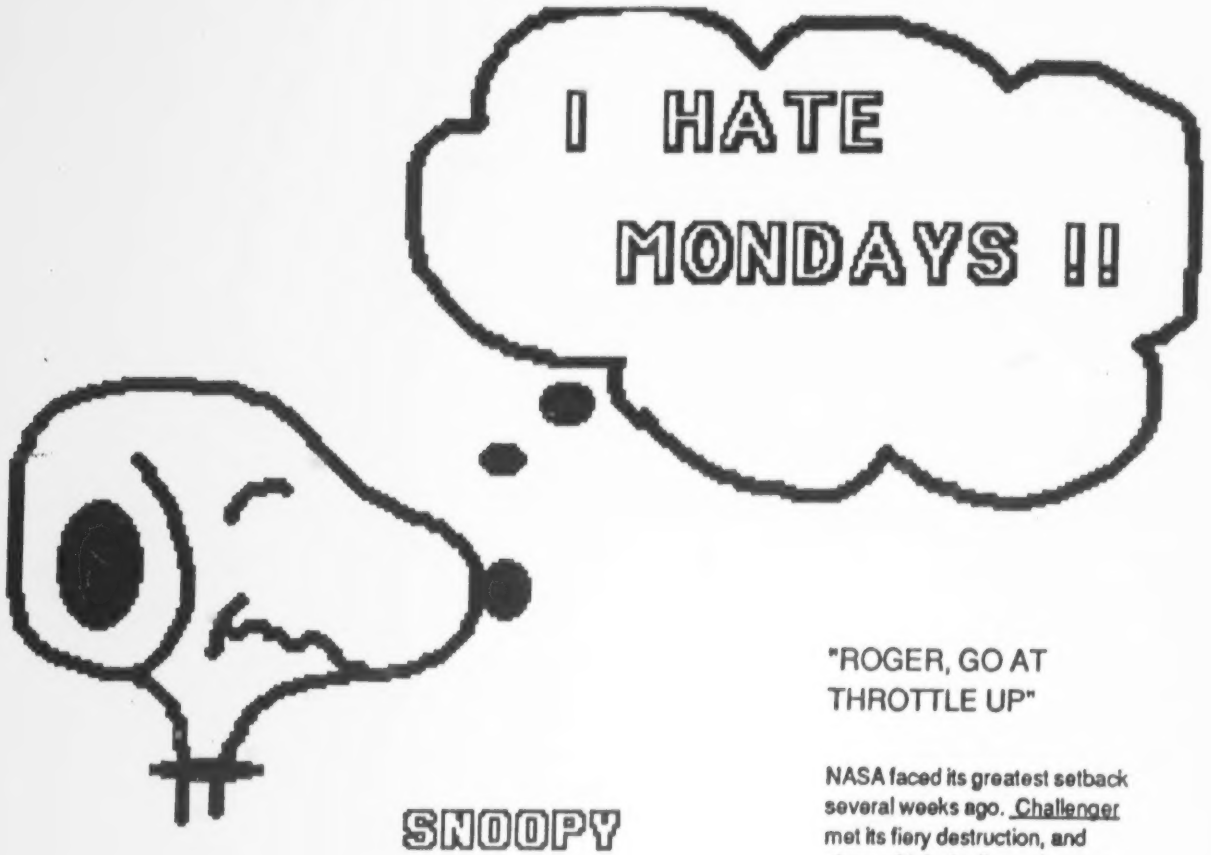
Supplemental Educational Opportunity Grant:
(Does not need to be repaid)
Maximum amount of $2,000 per year.
Amount is determined by Director of Financial Aid.

INSTITUTIONAL SCHOLARSHIPS:(also SVCC)

E. Dillon Company
Awarded $750

Honaker Elementary PTA Scholarship
Awarded every two years.
Worth $500.

Presidential Scholarship:
Awarded to freshmen.
Tuition scholarship.
Maximum amount of $857 per year for two years.
Must file SVCC



SNOOPY

Institutional Application and Presidential Scholarship
Application by May 5.
Awarded to Valedictorian and Salutatorian of each high school.

SVCC Staff Scholarship:
(Does not have to be repaid)
Awarded to freshmen.
Tuition scholarship.
Maximum amount is $857 per year for two years.
Must file the SVCC Institutional and SVCC Staff Scholarship Applications by May 5.
Based on high school grades, community and school contributions, and an interview with the Financial Aid committee.

College Work Study:
(Does not have to be repaid)
Maximum amount $1,500
Can work part-time when classes are in session.
Can work full-time in the summer or other vacation periods if funds are available.

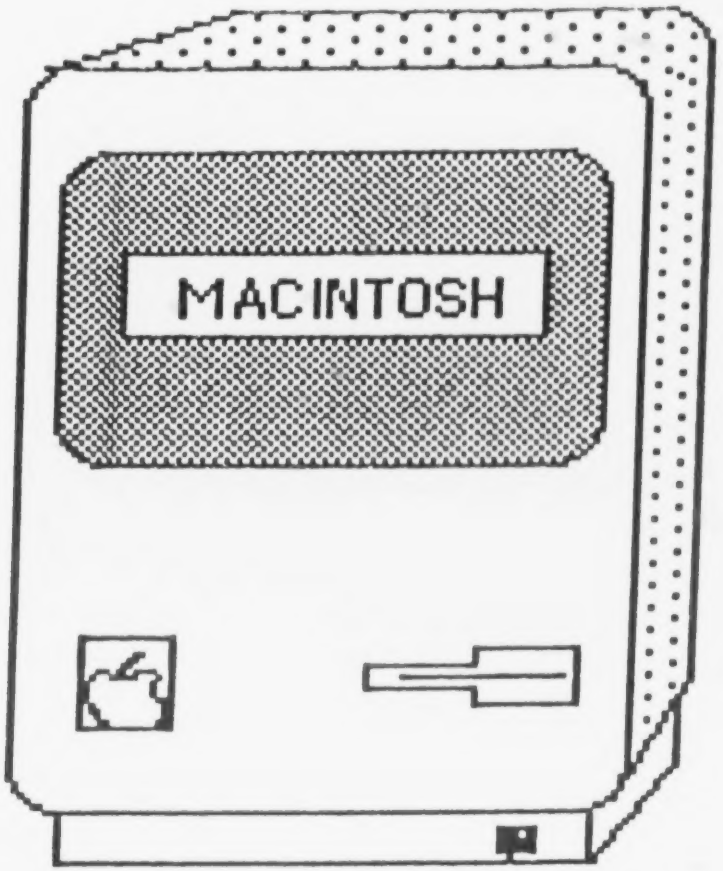
By: Donna Jewell

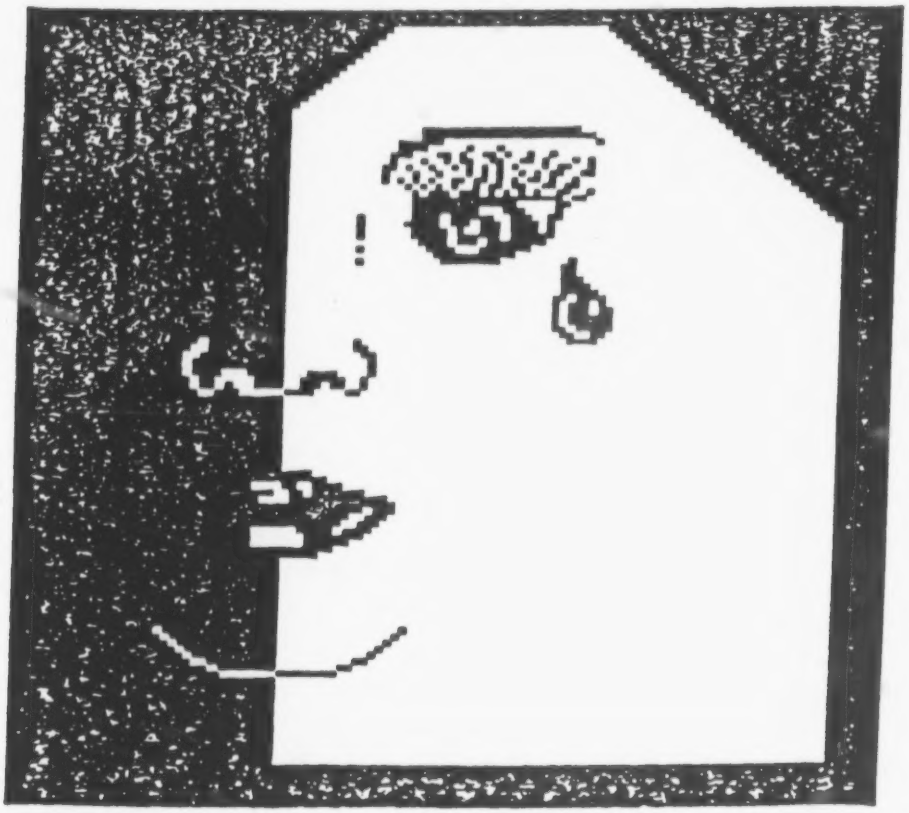
"ROGER, GO AT THROTTLE UP"

NASA faced its greatest setback several weeks ago. Challenger met its fiery destruction, and along with it, the lives of seven American astronauts. This accident will slow the dUnited States' space program, but it should not stop the advancement of man into space. The space shuttle program should be continued after a complete investigation of the accident and all necessary steps have been taken to insure the safety of the passengers. It would be a major setback for America if we did not continue manned space flight.

We remember you, Challenger.

by: Keith Bowman


MACINTOSH



APPENDIX II

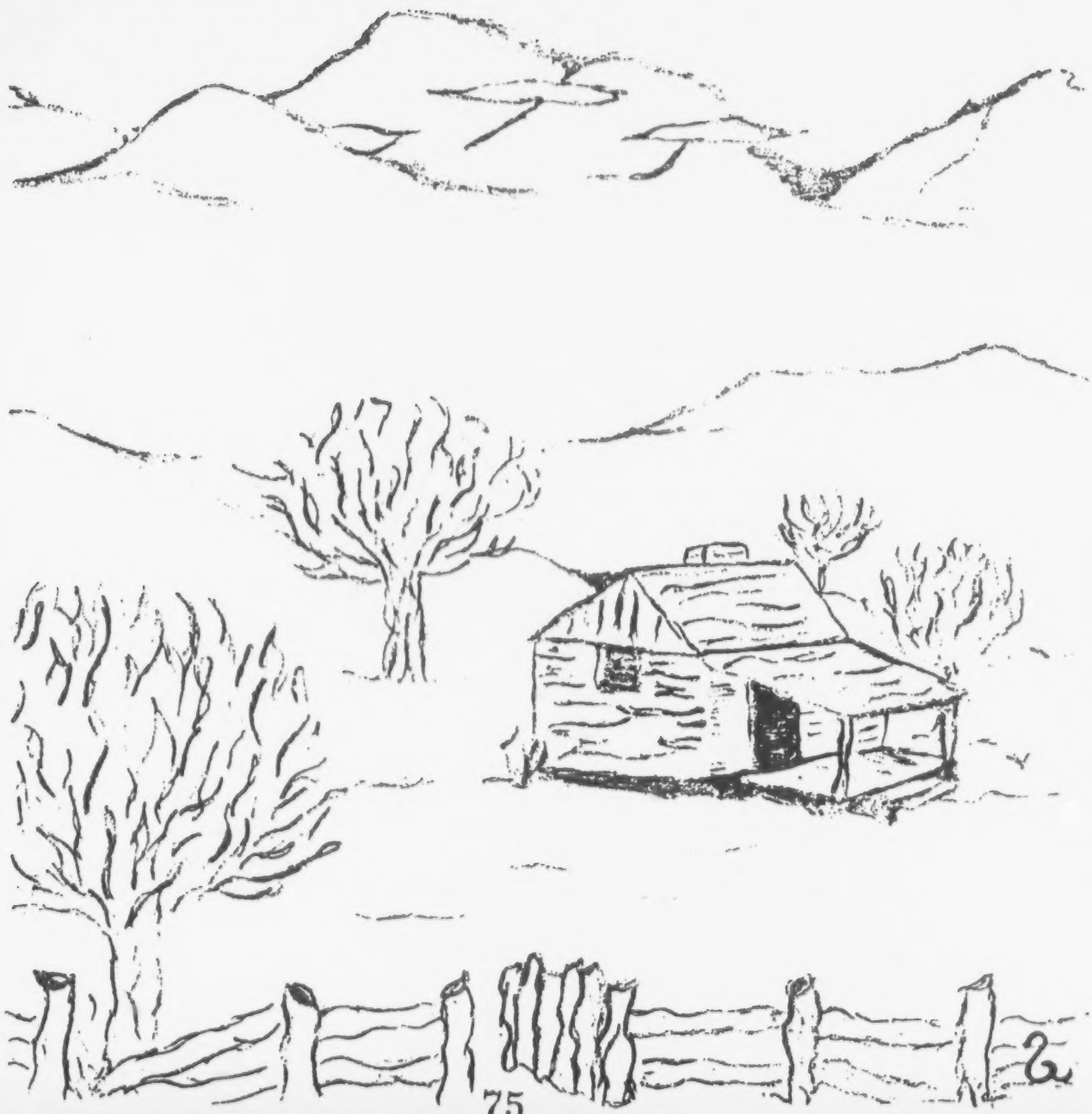
ECHOES OF APPALACHIA

by

Appalachian Studies Group

ECHOES of APPALACHIA

PACE



ECHOES OF APPALACHIA

A CREATIVE JOURNAL

Compiled by the Appalachian Studies Students
of the
RUSSELL COUNTY GIFTED AND TALENTED
1986

SEWING THE SEAMS OF OUR APPALACHIAN HERITAGE

THE ACES: Pamela Hendrickson, Steve Lampkins, Molly O'Bryan, Mr. Rhea, Melanie Hart, Mrs. Cox, and Donna Twoey.

MELANIE HART:

Melanie is the daughter of Mr. Dallas Hart and Dr. Nancy McMurray of Lebanon. She is the President of the National Honor Society and enjoys reading and swimming. She is a senior at Lebanon High School and a trophy-winning debater. After graduation, she plans to attend Virginia Commonwealth University and pursue a career in medicine.

"I personally look upon Appalachia and Appalachians as great works of art. Those who discrimminate against Appalachians could never know that difference doesn't equal ignorance. If outsiders could reserve their criticism they could have a wonderful experience in one of the most beautiful places on earth--our own Eden--Appalachia."

PAMELA HENDRICKSON:

Pam is the daughter of Mrs. Ben Hendrickson. She enjoys art and aerobics. She is a senior at Lebanon High School and a trophy-winning debater. After graduation she plans to attend Emory and Henry College and study pre-law and communications.

"Appalachia is the most scenic regions in the United States . . . people come from all across the country to visit Appalachia for its natural beauty. Appalachians are most proud of their heritage. Contrary to the prevailing view that Appalachians are illiterate, backward, and close-minded, they are self-made, independent, and resourceful."

STEVE LAMPKINS:

Steve is the son of Ted and Linda Lampkins of Carbo. He enjoys sports, especially basketball. Steve plans to attend college after graduation.

"Appalachians in an effort to shed the stereotyping that the rest of the nation has placed upon them, have done away with their heritage. We should be proud of our heritage because it is so diversified. If Appalachians would respect and accept their heritage, others would accept it."

MOLLY O'BRYAN:

Molly is the daughter of George and Ann O'Bryan of Lebanon. Molly is a senior at Lebanon High School. She enjoys swimming. After graduation, she plans to attend college and possibly major in psychology.

"If there is one thing I have learned and admire about Appalachia, it is the sense of pride these native Appalachians have in there heritage, their culture, and their achievements. I admire the concern these people show in improving the area."

DONNA TWOEY:

Donna is the grandaughter of the late Donna E. Cook of Dante. She is a senior at Castlewood High School. She enjoys roller skating, collecting magazines, and photography. After graduation, Donna plans to attend Hollins College and major in French.

Watching my grandmother exhibit her talents has helped me appreciate my Appalachian heritage. She taught me the meaning of friendship--being there, being trustworthy, and dependable. She taught me a great Appalachian value--to care."

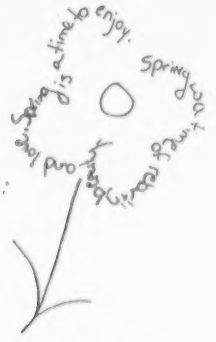
MR. RHEA and MRS. COX are teachers at Lebanon High School. Mr. Rhea taught the first semester of the Appalachian Studies course-An Interdisciplinary Study of Appalachia, and Mrs. Cox taught the second semester--Appalachian Renaissance.

Strip Mining

The tree was lonely
on the once beautiful mountainside.
Now there was no place
for the animals to hide.
The miners had come
and the miners had left.
The miners had committed
a terrible theft.

-Melanie Hart-

Spring



-Pam Hendrickson-

Landscape

The Appalachian Topography is typical of Life; it is a combination of mountains and valleys.

-Steve Lampkins-

Dark

Most fear the dark that comes
    Welcome to me;
So much is hidden there--
    Sometimes even my idenity.
In darkness, there is not need
    To examine what I am or do.
Examine what I have become.

-Donna Twoey-

Driving

I was driving down the road one dark night,
But I only had half my sight,
Because my left light was out.
So I stopped my car and started to pout.
Suddenly a blinding light
Lit the desolate night
I said to myself, "What can this be?"
Then I realized a tree had crashed into me.

Appalachia

A - acknowledge
P - people
P - pride
A - agonizing
L - laborious
A - ancestry
C - close-knit
H - hardship
I - ignorance
A - ability

Mirage

An image. A picture. A glance
to wish and wait for the best chance.
But, if looks can deceive, than one
May get the wrong idea.

Gesture. The moment of the last
Indiscretion had become fast-
a mirage! The moment was the
lie, the image, a tragedy.

-Donna Twoey

Appeal to Destiny

A ttention, Destiny:
P lease
P lant
A seed of
L earning
A long the land I

Stuffed Toys

Red, pink, brown, and yellow-
Mere they sit friends for life.
They are all such dear little fellows
They come in all colors, shapes, and sizes.
They help me through my trying times
For now and forever they will always be
Sitting there to listen to me
They hear my pains and all of my joys
They are my favorites-my stuffed toys.

-Melanie Holt-

C all

H ome:

I deological

A ppalachia

- L. Cox-

Fog rises as the mountains
come into view.
People see a place where
beauty still holds true.
Nature plays an important role
in giving this due.
My Appalachia!

-Molly O'Bryan-

Pigs

A pig is seldom pink.
The majority of them stink.
The curl of the tail is more like a kink.
But they sure taste good as a link.

-Molly O'Bryan-

The Mountaineer

Their lives had changed
Their lands had been taken.
All this had been arranged,
Leaving them wondering and shaken.

-Steve Lampkins-

Virginia

V - Vibrant People

I - Industry

R - Reconstruction

G - Green rolling hills

I - Inarticulate people

N - Natural Beauty

I - Illiterate

A - An area full of history

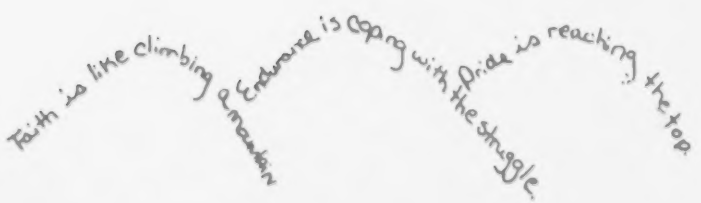
-Steve Lampkins

Friendship

A friendship true is like
pure gold
It won't wear out just because
it's old

-Steve Lampkins-

Mountain Range



-Pam Hendrickson-

The Masks

Of all the masks, truth is the hardest to wear.
Why are we forced to wear the masks of a stranger?
Sometimes I lose sight of me.

All the masks are simply protective layers,
But they can also become prisons.
When I look in the mirror, I can't see!
Everyday somebody different looks back at me!

-Melanie Hart-

MOUNTAIN LAUREL

On a moutaintop
the mountain laurel grows,
Blowing in the wind with the
serenity of freedom and the
tranquility of nature.

On a hill
the mountain laurel gathers
Under the clear blue sky.
It gives the land color and beauty
that cannot be surpassed.

In the forest
the mountain laurel rests;
A flickering gleam of light
rays down upon the silent flower,
and peace is in the heart.

In my mind
the mountain laurel lies.
My inner thoughts and burdens
are calmed by the restful
presence of the flower.

-Pam Henderickson-

MY FAMILY

Lord Maw, ain't supper ready yet
Heavens no paw, takes pert near
one hour to cook that hog.
Prissy Sue you and your sister set
the table.
We fixin' to eat our vittles soon.
Maw, Maw! Uncle Bob's comin' up
the holler.
Paw tell Maudie to give me my toy
ya made me.
Youngins' quit that a fussin' and
help ya tuckered out maw with
the chores.
Night Maw, Night Paw.
.....
Thank ya lord for my family

-Pam Henderickson-

Perfection

Perfection is cruel
No one can obtain it.
Everybody expects it.

-Melanie Hart-

Love

-Molly O'Bryan-

Old John

Old John fought a man with a stump
Poor Old John caught some lumps
The next day John was a sore old
chump
Old John's mother thought he had the mumps, because on his face were all sort of humps.

-Steve Lampkins-

A Cruise

Take a cruise!
Learn of wines!
Great Price!
Salute Spring!
Women, meet a special kind of man!
Enjoy the festival!
Branch out!!
Look!
Offer ends March 21, 1986.

-Molly O'Bryan-

Appalachia

A place that exceeds
Poetry
Peaceful minds and montains
A land
Lulling the soul
And
Cheering the
Heart
If love of home is so great
Answer the question of shame.

-Pam hendrickson-

Contemplation

Family hit list
Winter Sale
Values
Special Packages
Free
Know inside people?
Easy!
It's worth it though!

-Steve Lampkins-

FISHING

Sitting on a creek bank, listening to the water trickling down the creek, gurgling noises made by fish, a frog plunges into the cool water with a splash. Tom is lazily relaxing on a spring day by the creek near his house. Life seems so simple in his secluded little universe. Little does one know that only a few miles away there is a massive city of technology and modernization, fast-pace life, and crime.

Tom is looking back at his life wondering why the simplicity must end, why the world must change, and why his dreams cannot come true. Casually, he casts his fishing line into the creek in hopes of catching a trout for dinner. While awaiting a bite, his mind focuses again on his future: where will he go after the city engulfs his little world? What will Tom do in this mechanized society? It will diminish anyself-assurance and pride he has in himself, just like it does to a fish when captured.

All of a sudden the bobbin submerges, and he jerks the fishing pole. At the end a big beautiful trout struggles helplessly. This reminds Tom again of his life, the struggle he is about to encounter with the changing times. These thoughts juggle. Tom's mind just like jerking a fish from the creek. Tom takes the fish off the hook and throws him back. Tom could not get the fish off his mind. He is saddened by the reality he must face. Perhaps somewhere in time, someone will throw him back - perhaps.

-PAM HENDRICKSON-

DON'T OVERLOOK THE ORCHIDS WHILE SEARCHING FOR A ROSE

Barefooted Elly Mae was just a itchin' to get hitched. She had tried everything to snatch her a husband, but nothing had worked. She wanted a REAL man, and REAL men were had to find the "boondoggles" of Appalachia.

Elly had fantasies of marrying a tall, dark, and handsome stockbroker from New York, but the only place to find a man like that was to go to New York and fetch one for yourself. Elly was to poor to make a journey like that.

Then one day, Elly Mae got her wish. Pendleton Maxell came to town with all his looks, charm, and money. He took a likin' to her at once. Elly Mae found Pendleton fascinating, but she disliked his arrogant attitude toward her friends and accepted the fact that she could never love him.

Zeke, her long time friend next door, began calling on her, and she felt secure in his presence. Behind those overalls, Zeke was intelligent and was one of the few men in the valley that was ambitious. Elly Mae fell in love with Zeke, not for those qualities, but she loved him for himself. Zeke asked Elly Mae to marry him, and the ceremony was the folowing night. Today, Elly Mae is living in New York and her husband, Zeke, is a stockbroker.

-MOLLY O'BRYAN-

CANDY

That candy behind the counter sure did look good. I thought to myself. My sister, Mary Jo, and me were glaring at the goodies behind the counter, and at the same time we were each clutching a brand new copper penny in our hands. Mary Jo decided to get an assortment of candy, and I chose the BB-Bats. Both of us received a bag full of candy for our pennies. And I think that Mr. Johnson, the owner and operator of the store, even put in a few extra pieces for each of us. It seemed that lately there had been extra money to spend, and I sure was glad that Paw didn't mind giving it to us. Maw had said that since our borther, Ernie, had left home and went to work in a factory up north in Detroit, that there was one less youngin' to feed. That meant that there would be more for myself and Mary Joe.

Times had been tough for us for awhile, because of the bad weather and all, but our crops finally growed, and we sold what we didn't use at the general store. Paw had always been good to give us extra money, when he had it, and lately he had been more than generous. Then when Paw left, Maw said that we would get even more money, and that meant more candy. She said that the government would be sending her some kind of check for war veterans, and since Paw had fought in the war, we would get a check.

I felt sorry that Paw would never be coming back, but that candy was tasting good, and it helped to ease my pain about Paw leaving us for good.

-STEVE LAMPKINS-

THE HORSEMAN OF RAVEN

Back in the hills of southwest Virginia, there was a small town by the name of Raven. This town and all its occupants seemed to have an evil spell cast over them. Raven was near a river and, therefore, was always very foggy. This added to the strange aura that always seemed to cover this town. The people were rather friendly, but only within their own group. If a stranger was caught in Raven, he or she was looked at with much suspicion. All this was quite peculiar, but the most peculiar thing of all was "The Horseman of Raven."

Set in the outskirts of the town was a rather large and nice neighborhood. The houses in this subdivision ranged from small, quaint houses all the way to what one might call a mansion. The houses were always nicely kept up, and there was a friendly neighborhood competition. This competition was on who could maintain the prettiest yard. Early on Saturday mornings, one would usually see the men out working their fingers to the bone on a shrub or a tree.

Yet, in the midst of all his lovelinesss, there was a large and dark looking sink hole. This sink hole had at one time been a pond, and for some reason it was drained. Therefore, this sink hole was very wet; one might call it swamplike. Growing from this place were towering trees. Also, there were many thorn bushes. The small children of the neighborhood were terrified of the hole. They even had stories of a strange creature who lived in the swamp. They often dared each other to go down in the horrible place, but in the end they would always chicken out. They would turn around screaming "I heard something move, I swear it." Now everyone knows children have a vivid imagination, but these children were not making things up.

One night when the stars and moon were not out and the air was thick with fog, Laura was walking home from Melissa's house. Laura lived up the hill from Melissa, so her walk was not a pleasant one. Expecially when one has just finished three pages of French homework. So Laura being a brave seventeen year old decided to take

a shortcut - through the sink hole. Laura was a mature teenager, but nightmares of this place when whe was a small child still haunted her. Yet, the thought of her walking up the hill was too much for her to bear. So, Laura decided to take the shortcut. Laura tried to walk fast and not let her brain start to wonder, but it was to late. She had already let herself hear strange hoof steps. It did not sound at all human, and when she heard the panting start, it sent her into a run. But, it was too late; the creature was right behind her. Laura tried to scream, but something had put its hand over her mouth. It swung her around and the next thing Laura knew she was in a hospital bed.

Laura never would talk much about the creature, but she did describe it as being half horse, half man. She said it walked on two legs, but they were horse legs. Also, she described it as having a man's face, but it was pulled out in a way to resemble a horse.

Years later this creature was found dead there in the swamp. It looked exactly the way Laura had described it. Nobody knows how this horseman came about, but even more importantly, nobody knows if there are more where he came from.

-MELANIE HART-

QUESTION ANSWERED

"What a lovely day it was, " she thought. Just too lovely to stay indoors. Yet Leigh was so sick of everything that all she felt like doing was lie on her bed and think.

She was mentally exhausted, but that didn't stop the thoughts of events of the past several days from rushing into her head. So much seems to have happened to her in so little time. But she still is not sure what has happened. And the one person who can tell her the truth, the real truth, isn't even talking to her anymore.

During the school year she became acquainted with a new student, Rick Prindle. A nice enough person, she thought at first, even if he did act weird. She would walk the halls with him before school once in a while, when he was between girlfriends, and she was between boyfriends. When her friend, Josie Rinehart, told her that they made a cute pair, Leigh never gave it a second thought.

Then it happened. After an assembly one day, Renee Schmidt told Rick that Leigh liked him. All he said was, "I kind of figured that." Leigh knows this because Josie told her during class. She wondered how Renee could make such an assumption based on walks in the hall. Oh, Josie reminded her of how Renee didn't mean any harm, but at the moment, Leigh could have killed Renee.

The next day, Rick wouldn't even speak to her. It hurt her, and she didn't even know why. She wanted to explain to him, but she didn't know what to say or how to say that she just wanted to be friends.

During the weekend Leigh came to herself. She realized that her feelings for Rick were a little more than friendship. Just how much more cannot be determined. But what good does that do now? Rick seemed angry at Leigh, but was he really?

There was only one way to find out . She resolved to go to him Monday and ask him how he felt about her. Renee offered to find out for her, but if Leight Winston couldn't walk up to some guy and ask him a few simple questions, then she may as well be dead. Besides, she wanted to hear it from him.

Monday she walked in and put her books in her locker. While she walked down the hall, she saw Rick at his locker. A lump developed in her throat as she went toward him and watched him slam his locker door, throw her a cold stare, and dart around the corner.

-Donna Twoey-

APPENDIX III

EXTERNAL EVALUATOR REPORT

by

Thomas L. Shortt

PITTSYLVANIA COUNTY SCHOOLS

CHATHAM, VIRGINIA 24531

0045D-5

January 2, 1986

Dr. Michael N. Bishara
Chairman, Engineering Division
Southwest Virginia Community College
Richlands, VA 24641-1510

Dear Dr. Bishara:

I am enclosing my most recent evaluation of the ACE Program. Since the original evaluation was not located, I have completed another one based on the original analysis of the survey and other related information. I would like to talk with you further, at some point, regarding the findings.

You and your colleagues have done a great deal of work in planning such a program. With a few minor adjustments in the program and communication, I think your project will be even more successful. Thank you for the opportunity of working with you and I hope the enclosed information will be of help to you.

Sincerely,

Thomas L. Shortt

Thomas L. Shortt, Secondary Coordinator
Language Arts/Gifted

TLS/jpd

Enclosure

SCHOOL DIVISION RUSSELL COUNTY

TITLE PROJECT ACADEMICALLY CREATIVE EDUCATION

PROJECT DIRECTOR DR. MICHAEL BISHARA

EVALUATOR THOMAS L. SHORTT

A. Program Description

1. Purpose

The intent of project ACE is to provide a cost-effective delivery system for education/enrichment opportunities for identified gifted seniors in rural high schools that lack "critical mass" to sustain in-site programs at individual schools.

2. Target Population

The target population for the purpose of this project is identified gifted seniors from the Russell County School District, a rural school district located in southwestern Virginia. These students represent the secondary schools throughout Russell County.

3. Data Collection Process

Data was collected at various phases during the project. Utilizing evaluation critria unique to the program, the evaluation included measures of teacher, administrator, student, and parent perceptions relative to the project. The nature of the project allows for continued evaluation of all components of the program. The results of the continued evaluation will afford an opportunity to alter teacher and administrative decisions concerning the program when necessary. At the conclusion of the initial year of the project, surveys relative to the perceived effectiveness of the project were distributed and completed by students, parents, school based teachers, and administrators. The surveys were collected and an analysis was conducted by the evaluator and the findings are listed in the following section.

B. Evidence of Impact

1. At the conclusion of the initial year of the project, 19 students completed surveys. Of the 19 completed surveys, 85.89% of the responses perceived the project as being positive while 12.82% of the responses perceived the project as being negative. The initial year of the project was perceived by 1.28% of the responses as being uncertain.

Of the programs offered during the initial year of the project, students perceived Contemporary World Issues as the most enjoyable (64.41%). Computers--Tools of Tomorrow was perceived by the students as the second most enjoyable (31.57%). Megatrends In America: Past and Present was perceived by the students as being the least enjoyable (86.32). Drama was perceived by 13.68% of the students as the second least enjoyable.

Of the eleven school based classroom teachers that responded to the survey, 21.34% perceived the project as being successful. Of these teachers, 58.42% perceived the project as having negative implications and 20.22% were uncertain concerning the effects of the program.

Of the nine parents who responded to the survey, 92.75% of them perceived the effects of the initial year of the project as very positive. Only 2.24% viewed components of the project as negative while no parent expressed uncertainty concerning the project.

Only two administrators responded to the surveys. They perceived 86% of the components as positive and 12% as negative. They were uncertain only 2% of the time.

C. Findings and Conclusions

1. Summary Statement/Discussion

It is difficult after the initial year, to draw a general conclusion regarding the project. Several observations deserve mentioning, however. First, the purpose of the project was to bring together identified gifted seniors from a rural school system for offering cost effective differentiated instructional programs. The project has accomplished this objective. Perceptions of students, administrators, and parents indicate that the initial year of the project has been very successful. The participants indicate that they benefited from the program and that the program should be continued. Parents were especially impressed with the project and perceived it as being a very positive addition to their children's education. Administrators saw few problems with the project and felt that it should be continued. All participants benefitted from the program and an academic awareness relative to the models presented was developed that was not initially present. Based on the results of surveys from administrators, students, and parents the project was perceived as being an effective program for gifted students in a rural school district.

Regular classroom teachers in the students' base school should be provided in-service regarding ACE. Hopefully such in-service and improved communications with these teachers would provide an understanding that would reverse the negative perceptions that these teachers have expressed on the evaluation instrument (surveys).

2. Implications

a. For the School Division

Currently, identified students are continuing in the second phase of the project. Alterations in the program have been made based on related recommendations. Students that would not have the exposure to the differintiated instruction and enrichment activities that has been provided in the project have benefited and will continue to benefit as long as the project continues in its present design. Evaluation should be continuous and revision of the program should be considered when and if necessary.

b. For Other School Divisions

Possibilities should be investigated to provide funding and training of personnel so that ACE might be made available for other rural school divisions throughout the Commonwealth with similiar circumstances.

ERIC Clearinghouse for
Junior Colleges OCT 16 1987